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ABSTRACT

This report card provides information to parents, students, faculty, staff, state policymakers, and the general public as to the quality and performance of public higher education in West Virginia. The report responds to six statutory goals that emerged from the Higher Education Advocacy Team meetings in 1992: (1) better preparing students to enter college; (2) providing greater access to higher education for all West Virginians; (3) preparing students to compete in a global economy; (4) focusing resources in those areas which offer the greatest opportunities for students and for job creation and retention; (5) using resources to their maximum potential to ensure that West Virginia higher education is more productive; and (6) compensating faculty and staff at competitive levels to attract and retain quality personnel. These six goals provide the framework for the information and data reported in this document. The document opens with strategic plans of the system, a narrative, and statistical profiles of each of the 15 universities, state colleges, and community and technical colleges. Chapters 2 through 7 include numerous indicators that specifically address the statutory goals. The remainder of the report provides data on campus security, and materials describing West Virginia's vital Health Sciences and Rural Health Education Partnerships. (TGO)

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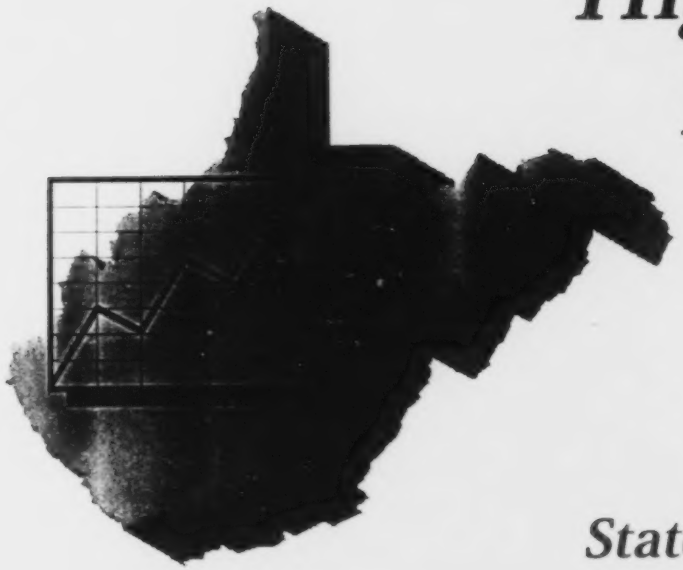

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Introduction

The State College and University Systems of West Virginia are pleased to present the seventh annual *West Virginia Higher Education Report Card.* The West Virginia Legislature created the Higher Education Report Card in 1991 in order to "make information available to parents, students, faculty, staff, state policymakers and the general public on the quality and performance of public higher education," and the first report was published in December 1992. Since that time, the Higher Education Report Card has continued to evolve. This seventh edition reflects the desire expressed through Senate Bill 547 (1995) for the report to monitor higher education's response to the six statutory goals which emerged from the Higher Education Advocacy Team meetings in 1992. Briefly, these goals include: *better preparing students to enter college, providing greater access to higher education for all West Virginians, preparing students to compete in a global economy, focusing resources in those areas which offer the greatest opportunities for students and for job creation and retention, using resources to their maximum potential to ensure that West Virginia higher education is more productive, and compensating faculty and staff at competitive levels to attract and retain quality personnel.*

These six important goals provide the framework for the information and statistics which appear in the following pages. The document opens with the strategic plans of the University System and the State College System together with narrative and statistical profiles of each of the fifteen institutions which comprise the two systems. Chapters 2 through 7 display numerous indicators which specifically address the statutory goals, with the full text of each goal included at the outset of the chapters. For example, Chapter 2 on *"Preparation"* comprises such measures as the performance of West Virginia students on college entrance examinations and enrollment in developmental courses. *"Access"* (Chapter 3) displays estimated total college-going rates of West Virginians and shows the growing number of students assisted by financial aid. *"Student Outcomes"* (Chapter 4) presents retention rates, graduation/completion rates, and performance on professional licensure examinations, and Chapter 5 indicates some ways in which higher education is responding to the increasing need for *"Economic and Workforce Development." "Productivity and Efficiency"* (Chapter 6) includes information on the expanding use of technology and instructional expenditures, and Chapter 7 answers questions related to *"Faculty and Staff."* Completing the report are data on *"Campus Security"* and materials describing West Virginia's vital *"Health Sciences and Rural Health Education Partnerships."* New to this 1998 volume are data indicating the percentage of West Virginia's population 25 to 44 years of age and above enrolled in public higher education (Chapter 3).

In refocusing the Higher Education Report Card on the above issues, the foremost goal was the creation of an even more readable and useful document. To that end, many of the indicators are shown with graphs depicting five years of trend data for the State in addition to the 1997-98 figures for each institution. While the Marshall University Graduate College merged with Marshall University on July 1, 1997, data systems for the two institutions were not unified until the summer of 1998. Therefore, 1997-98 data for Marshall University Graduate College are still presented separately from Marshall University main campus.

In reviewing this document, it is important to bear in mind that different types of institutions serve different missions. As a result of these differing missions, their areas of emphasis will change. For instance, faculty members at universities typically are expected to be more active in research projects than are faculty at two-year institutions. Extension activities and public service play a significant role at land-grant institutions such as West Virginia University and West Virginia State College. Career-technical

programs and involvement in workforce development are several prominent features of community and technical colleges. For this reason, West Virginia's public colleges and universities are compared with their Southern Regional Education Board (SREB) peers throughout this report. Since higher education institutions within the same category are more similar to each other than they are to institutions in other categories, comparisons among various SREB categories generally are not considered meaningful. The Appendix (page 156) defines the four SREB categories which apply to West Virginia's public higher education institutions.

Higher education must continue to be accountable to its many constituencies, including students, parents, state policymakers, and the public at large. Reports such as this offer indicators of the myriad activities which occur at each of West Virginia's fifteen public colleges and universities, and it is hoped that these statistics will provide a useful starting point for readers. However, it must be emphasized that this document presents just one facet of the total higher education picture. ***Ultimately the performance of the State's colleges and universities is best judged by the difference they make in the lives of their students and in the lives of all West Virginians.*** As a result, the reader is urged to use caution in interpreting the numbers in this report beyond the context in which they are presented.

December 1998

WEST VIRGINIA HIGHER EDUCATION REPORT CARD, 1998

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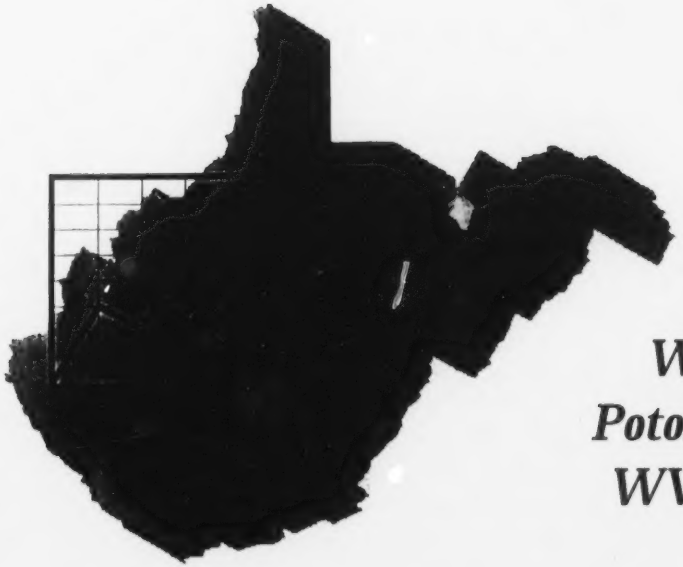
University System



West Virginia University
Potomac State College of WVU
WVU Institute of Technology
WVU at Parkersburg
Marshall University
Marshall University Graduate College
WV School of Osteopathic Medicine

University System Plan

INITIATIVES OF THE BOARD OF TRUSTEES

This plan contains the initiatives of the Board of Trustees. The initiatives conform with the statement of purpose and the guiding principles developed by higher education through the Governor's leadership, and they are designed to achieve the goals and objectives mandated by the Legislature in Section 18B-1-1a. The initiatives apply where appropriate to all campuses within the System. For campuses with limited programming at the graduate/professional level, the Chancellor with the institution needs to identify the initiatives that apply. Additional campus-based initiatives conform with the eight principles and help achieve the legislative goals and objectives. The additional initiatives are not listed but will appear within the campus plans beginning with the 1 November 1996 reports. The System Plan presents the purpose of public higher education and follows with a list of the eight principles. Each principle has a number of Board of Trustee initiatives

The Board acknowledges that it is pressing the institutions through this plan to measure many outcomes that some institutions heretofore may not have measured The Board recognizes the difficulty of the task, but believes we must experiment and expand our abilities in this area of outcome measurement. In addition, a performance-based planning effort requires performance measurement and the interpretation of the measurement necessitates benchmarks, whether those benchmarks are external standards, standards defined by the institution or historical comparisons.

PURPOSE OF HIGHER EDUCATION

The purpose of West Virginia's system of public higher education is to serve as the driving force that propels and sustains individual, community and economic development as well as good citizenship in West Virginia through education, training, research, service, and leadership.

PRINCIPLE 1. Preparing for Life's Work

It is essential that higher education prepare people for a successful lifetime of work and contribution, which includes participating in a democratic society and a global economy as involved and informed citizens.

Board of Trustees Initiative 1. Beginning with the 1996 graduating class, graduating students will be surveyed prior to graduation concerning 1) their satisfaction with their educational experience and 2) their satisfaction with their preparation for employment, graduate or professional school, or other post college program. Within one year following graduation, the students shall also be surveyed on employment, participation in any professional school, graduate or other post college program and satisfaction with their preparation for career or further academic study. For institutions already administering surveys, the Board will begin by reviewing the information currently collected and the conclusions of the institution. A benchmark will need to await the outcome of the survey and the establishment of base line information.

Board of Trustees Initiative 2. The System will define by May 1, 1997 a common campus-based method of testing a random sample of students before graduation to determine the level of competency in essential areas, identified in statute as reading, oral and written communication, mathematics, critical thinking, science and technology, research and human relations. The intent is to evaluate the level of student performance as a means to assess the institution's ability to develop students in these essential areas to a college level of competency. When first implemented in the 1997-98 year, the goal will be to have 100 percent of all associate and bachelor level graduates achieving the minimum level of performance that is appropriate to a college level degree. Institutions may well need systems of assessment for entering students to appropriately place students in introductory or developmental courses and to measure the value added in basic competencies through their college work.

Board of Trustees Initiative 3. Each academic program must identify and use a quantitatively based means of assessing the knowledge and skills of its graduates against a national standard. Where comparative data are available, the benchmark shall be the national standard and the goal shall be to meet or exceed the national standard. The intent is to measure the skills of a random sample of graduates as a means of assessing the quality of the academic program. The results of the assessment will be included in program review self-study reports and incorporated into the annual program review format beginning with the 1997-98 academic year. Campuses will report to the Board of Trustees on the assessment tools to be used for each program by December 1, 1996. For those programs where comparative data are not available to establish a benchmark, the campus must establish a benchmark and explain the rationale.

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Board of Trustees Initiative 4. By the Fall semester of 1997, each campus will have implemented a citizenship component to the curriculum with indicators of its success. The citizenship component must include two elements. It must seek to impart the responsibilities as well as the privileges of living in a pluralistic, democratic society, and it must include a student service component that develops a sense of responsibility on the part of the student to contribute to society.

Board of Trustees Initiative 5. By July 1, 1996, West Virginia University at Parkersburg, Potomac State College and the Community and Technical College of Marshall University, the three University System institutions which offer community and technical college programs, will have established regional district consortia committees to address community and technical college education and workforce development needs of each institution's service region.

Board of Trustees Initiative 6. By April 1, 1996, the Board of Trustees will identify a set of economic measures by county that can be used to track economic activity that is relatively easy to collect. The economic data will be collected for each community and technical college service area and used as one of the evaluative measures of the economic development success of the campuses. The benchmark level will need to be established by service area after the baseline data is collected.

PRINCIPLE 2. Increasing Educational Opportunities and Standards

Increase access to and participation in higher education without diminishing standards and assist K-12 school in getting students ready for higher education.

Board of Trustees Initiative 7. Each institution or campus with undergraduate programs will submit by March 1, 1996 a list of the counties with which it has pledged to work cooperatively in improving ACT and/or SAT test scores for students who plan to go to college. Each campus must identify at least two counties with which to work; Marshall University will identify at least four; and West Virginia University at least five. The Central Office will provide to each institution for its use in working with the counties: a) ACT and/or SAT scores, b) additional demographic information, and c) information on success in college for the graduates of each county. In the participating counties, the benchmark is the ACT and/or SAT score and the goal is to meet or exceed the national average score for each of the subtests within the ACT or SAT.

Board of Trustees Initiative 8. The goal of the institutions, and their collaborating counties, is to increase the percentage of students going on to post-secondary education directly from high school. The benchmark is the national average transition rate from high school to college.

Board of Trustees Initiative 9. Because of the low college-going rate in West Virginia relative to other states, the institutions, with their collaborating counties, will work to increase the number of students over 25 years of age taking at least one college-level course during the year. The institutions, with the help of the Central Office, will track their students who are over 25 years of age to determine the number who complete academic work. The benchmark must be derived for each county and would be based, in part, on current levels of participation. The goal is to increase the number of students enrolled and to attain the benchmark levels.

Board of Trustees Initiative 10. The institutions, working with their collaborating counties, will increase the number of college courses successfully completed by qualified high school students before high school graduation. High school students may qualify for academic credit through courses offered by the college or through successful completion of Advanced Placement examinations. The institutions, in conjunction with their local school districts, will track the students to determine their success in college. For high school students enrolling in college courses, the institutions will measure the number of persons attempting the courses compared to those successfully completing the courses.

Board of Trustees Initiative 11. Beginning with the fall of 1996 class, all institutions will accept a common application form for admissions. Other forms and approaches are permissible, but a common form must be accepted. This system of admission will be implemented by the fall of 1996. In addition, University System institutions will accept with the 1997 entering class the Common Admissions Form developed by the National Association of Secondary School Principals.

Board of Trustees Initiative 12. The Board of Trustees wishes to increase the retention rate of its institutions. It is recognized that much is being done to improve retention at the campus level. The Board wants each institution to develop an appropriate benchmark against which the success of its retention programs can be measured. By June 1, 1996 the institutions will report their historic retention levels with the benchmarks level they will seek to achieve by the end of the five-year planning period, June 30, 2001.

In addition and by December 1, 1996, the Chancellor will have compiled information on the approaches institutions across the country have used in controlling or limiting alcohol and drug abuse among their students and will report on the findings to the Board of Trustees.

PRINCIPLE 3. Partnering for Quality and Efficiency

Achieve through the strategic planning and implementation process, the formation of partnerships and the merging of programs, administrative services, and/or institutions where they will result in higher quality and greater efficiency.

Board of Trustees Initiative 13. Each institution will be at least ten percent more productive in teaching than the average of its peer institutions as measured by the ratio of student credit hours taught to FTE faculty as found in current Board approved definitions.

Board of Trustees Initiative 14. Each institution will be at least ten percent more productive in administration and the number of administrators than the average of its peer institutions. The current Board approved definitions for administrative productivity will be used.

Board of Trustees Initiative 15. The Board has two concerns on the efficiency of providing programs to students; the first is the availability of courses when students can take them, the second is the number of credit hours required to complete degree programs.

The Chancellor is charged to develop with the institutions and by September 1, 1996, measures of the availability of courses and the compatibility of students' needs.

By June 1, 1996, the Chancellor will submit a report of the numbers of hours required for the completion of each associate and each baccalaureate degree within the system and in addition will report on the number of hours taken by students who graduate with those degrees. The intent of the Board is to ensure that the number of hours required for a degree is not excessive.

Board of Trustees Initiative 16. It is the intent of the Board of Trustees that procedures for evaluation of faculty for purposes of award of promotion, tenure and merit-based salary increments be directly connected with faculty workload assignments as developed through institutional workload policies. In the Board of Trustees approved workload policies the academic units (departments) are to be evaluated considering their accomplishments in instruction, research and service relative to the resources devoted to these categories. Similarly, it is the intent of the Board that faculty within the departments be evaluated in their performance relevant to their assignments in instruction, research and service. It is the expectation of the Board that each institution also have an effective policy for review of tenured faculty. The Board of Trustees directs that the Chancellor conduct a review of current evaluation practices as a basis for any recommendation for policy changes for the future. This report is to be submitted to the Board by April 1, 1997.

Board of Trustees Initiative 17. For internal comparison purposes, the system will report on transcripted credit hours and on the ratio of student credit hours attempted to student credit hours on the transcript. The intent is to move this ratio closer to 1/1 from the current baseline.

Board of Trustees Initiative 17a. By June 1, 1996, the Chancellor will define and describe with the Presidents, a set of administrative consolidations that might be implemented for libraries, registration systems, personnel functions, accounting functions, and purchasing functions.

PRINCIPLE 4 Measuring by Results

Establish a system of performance measures and rewards based on outcomes rather than inputs, by which the quality and efficiency of higher education in the state can be measured and opportunities for improvement can be identified to achieve the aims of the statutory mandates.

Board of Trustees Initiative 18. For the financial audits covering the 1995-96 years, the system will seek to implement a consolidated audit at the institution level, covering not only University System institutions, but the ancillary organizations that directly support our institutions. It is the Board's understanding that the national accounting standards organizations have stated their intent to require this breadth of audit. The Board wishes to move in this direction in anticipation of the upcoming announcement from the Governmental Accounting Standards Board regarding affiliated organizations.

Board of Trustees Initiative 19. Beginning with the November 1, 1996 submissions of campus plans, the institutions will use the eight principles as part of the format for reporting their updated plans. For each category, the institution will have defined a set of quantitative performance measures and, where possible, benchmarks for evaluating progress.

Board of Trustees Initiative 20. The Board of Trustees, with the Board of Directors, will develop a revised Resource Allocation Model. By July 1, 1996, the Board of Trustees will have adopted a set of principles for the new model and by December 1, 1996 will have adopted a new model for submission to the LOCEA.

Board of Trustees Initiative 21. The 1996 Report Card will include aggregate financial and other key indicators of system and institutional performance. Where appropriate and available, these indicators will be incorporated into the quarterly reports beginning with the first quarter of 1996-97.

PRINCIPLE 5 Transforming Education Through Technology

Become a national leader in using technology to enhance access to learning and to improve the quality and cost-effectiveness of education.

Board of Trustees Initiative 22. Each institution will provide in its November 1, 1996 annual update of its plan, the methods by which students will have access to computers and have means to connect their personal computers to the campus-based system.

Board of Trustees Initiative 23. By December 1, 1996, the Board of Trustees will have adopted a policy for the operation of technology-based system-wide courses. By the end of the five-year plan period (2001), a student will be able to earn 32 hours of transferable general education credit through technology-based courses.

Board of Trustees Initiative 24. By December 1, 1996, the Board of Trustees will have adopted shared goals for the operation of its libraries as an integrated University System library that is substantially technology-based.

Board of Trustees Initiative 25. Networking

a Statewide Infrastructure

By July 1, 1996, the Board of Trustees will adopt a plan for the development of an effective statewide public higher education telecommunications network that supports multiple use applications. The plan will encompass:

- appropriate compatible networking configurations for interactive video, data with full graphic capability, voice, etc.,
- compatibility standards,
- collaboration with other agencies,
- system operation and management,

- funding plan and time-line for implementation, and
- design of the Institute for Instructional Technology

b. Institutional Infrastructure

By November 1, 1996, each institution will submit a plan for the development of an instructional technology network connecting its campus(es) The plan will include:

- description of the network connecting buildings, residence halls, libraries, student areas, etc.,
- appropriate wiring configurations and network capacity,
- funding plan and time-line for implementation, and
- network linkages to regional campuses and centers

Board of Trustees Initiative 26. Faculty Development

By November 1, 1996, each campus updated plan will provide guidelines for a program of faculty development and the faculty reward system that will encourage faculty to acquire skills in technological applications of teaching and learning.

PRINCIPLE 6. Rewarding Strategic Change

Reward institutions that implement innovative strategic changes as envisioned in statute including relieving them of burdensome regulatory requirements thus enabling better use of both human and physical resources.

Board of Trustees Initiative 27. By December 1, 1996, the University System will have developed guidelines enabling the reward of institutions which implement innovative strategic changes as envisioned in statute.

Board of Trustees Initiative 28. By February 1, 1996, the Board of Trustees will review the submissions from the campuses of lists of "burdensome regulatory requirements" with explanations. The Board will address those which it controls and work with the appropriate people to remove those under the control of other agencies or groups.

PRINCIPLE 7. Supporting Faculty and Staff to Drive Strategic Change

Recruit, reward, and thus retain high quality faculty, staff, and administrators and implement a system of assessing their performance.

Board of Trustees Initiative 29. By January 1, 1996, each institution will have a plan that includes increments by year, to achieve the legislative mandated salary averages by 2001 for faculty, non-classified employees, and classified employees. The goal is to meet the salary averages required by statute by 2001 and to meet the annual goals set by the institutions for each of the five years.

Board of Trustees Initiative 30. It is the intent of the Board of Trustees that there be a financial incentive for faculty who actively develop and use technology-based approaches for instruction that result in enhanced productivity. The statutorily required plan for technology must include provisions for financial incentives.

Board of Trustees Initiative 31. Within the next cycle of presidential and chancellor evaluations, success in achieving the outcomes mandated in Senate Bill 547 and through Board initiatives and directives will be a part of the evaluation. By June 1, 1996, the Chancellor will provide to the Board of Trustees a revision of the presidential review procedures which includes provisions relating to the achievement of Board initiatives and directives and resulting in a recommendation for a salary review structure for the Presidents and the Chancellor. The revisions shall also include procedures for review of the

performance of the Chancellor. Accompanying this revision will be an identification of which of these initiatives apply to the campuses that offer only a few specialized programs.

PRINCIPLE 8. Seeking Additional Resources through Partnerships

Enhance resources through strategic fund-raising and creative partnerships with government, the private sector and citizen community.

Board of Trustees Initiative 32. The institutions will expand resources through strategic fund-raising and creative partnerships with government, the citizen community, and the private sector. Each institution will submit to the Board of Trustees a report on its activities and the outcomes of those activities by July 1 of each year during the five-year planning cycle.

Board of Trustees Initiative 33. The three institutions with a community and technical college focus will respond to changing educational and workforce training and retraining needs by offering community and technical college programs which meet documented needs. Institutions will include in their annual November 1 report a summary of the documented workforce training and retraining needs, their response to those needs, and the outcomes of their actions.

Board of Trustees Initiative 34. Community and technical college education will become a stronger instrument of economic development. This will be accomplished through the following:

- Each of the three institutions will involve regional economic development agencies in the district consortium.
- During the period from Fall 1995 to Spring 1997 each institution will increase by five percent the number of customized training programs delivered to business, industry, labor or government.
- Each of the three institutions will participate in the certification process to deliver training modules through the Governor's Guaranteed Work Force program modules.
- Each of the three institutions will be involved in partnerships with economic development agencies in attracting new industry to the region and retraining employees of industries currently located in the region.

West Virginia University

Strategic Goals

West Virginia University is a student-centered, learning community meeting the changing needs of the people of West Virginia and the nation through teaching, research, service, and technology. The following four action steps have been established to help fulfill the University's land-grant mission:

- Remain student-centered
- Engage society through service
- Focus research on key areas that will impact the state and nation
- Model the effective use of technology

Academic Programs

- Through 13 colleges and schools, WVU offers 166 bachelor's, master's, doctoral, and professional degree programs to some 22,000 students.
- WVU attracts some of the world's best faculty; 86% of the full-time faculty have earned doctorates or the highest degree offered in their discipline.
- WVU has an impressive record of Rhodes (25), Truman (13), and Goldwater (17) Scholars.
- WVU is a Research I institution as classified by the Carnegie Foundation for the Advancement of Teaching; faculty conduct $71 million in sponsored project research per year.
- A new forensic identification degree program being offered by WVU is the only one of its kind in the world.
- WVU's Eberly College of Arts and Sciences is one of only a few universities to offer a program in Africana studies; WVU's College of Creative Arts offers one of the country's few programs in African percussion and dance; WVU has the only law school in the state.
- WVU's five-year teacher education program equips students with a bachelor's degree in their desired teaching field and a master's degree in education.
- Health sciences majors are linked to health programs statewide, working in community health clinics or medical offices.
- Satellite delivery of the Executive Master of Business Administration program and the Health Services Executive MBA increases access for state and regional residents to accredited programs. Other more traditional distance learning courses are linking state residents with higher education.
- The Alliance for Ventures in Higher Education strengthens academic and service programs in the Kanawha Valley and gives students greater access to WVU graduate education. Members are WVU, the University of Charleston, West Virginia State College, and WVU Institute of Technology.
- A new affiliation with the College of West Virginia will allow WVU and CWV to improve educational delivery to that region.

Student Services

- Operation Jump Start, WVU's nationally acclaimed residence hall program, eases the transition into college and helps boost student performance.
- A new Career Success Academy is matching students with mentors – successful alumni in professions related to students' area of study.
- A commitment to a healthy environment in which to learn has led to the building of a 200,000-square-foot Student Recreation Center.
- The Mountaineer Parents Club, with 60 clubs nationwide, was formed to connect parents with campus life and to provide support to students.
- More than $90 million is awarded in scholarships, loans, grants, fee waivers, and work-study each year to more than 60% of WVU students.
- An Honors Program meets the needs of highly motivated students through small, stimulating courses and opportunities for guided research and study.
- The WVU Scholars Program is providing more than 1,350 students with academic scholarships annually, including five premier $40,000 awards.
- One advisor stays with a student through all four years, getting to know him/her, understanding goals and helping the student reach those goals.
- Phone registration, a Grade Line, and on-line registration are available.

Technology

- WVU is one of 35 charter schools partnering with Oracle Corporation in a $50 million initiative to address the information technology labor shortage. WVU and Oracle have also teamed to become a national demonstration site for information management systems.

- WVU is the state's first full member of Internet2, a research-only network that connects about 100 of the nation's top research institutions
- "Classrooms of the Future" allow for on-line discussion groups or designing home pages on the web
- WVU's nine residence halls are wired with cable and Internet access. And like faculty and staff, students get free E-mail including access to the Internet. Voice mail is free for students in University housing, and computer labs are strategically located in high traffic student areas
- The Mylan Distance Learning Center in the College of B & E is a state-of-the art classroom used for the Executive MBA program and select classes
- Through a National Science Foundation grant, WVU has joined a national effort to link top research universities in sharing data and detailed images
- WVU's new Institute for Software Improvement will foster research and development software improvement processes that will make West Virginia more competitive in international markets, and improve WVU's growing undergraduate and graduate computer science programs
- Mountaineer Doctor Television (MDTV) provides live video links from the Morgantown and Charleston campuses to community hospitals and clinics
- STAR, a new computerized financial aid system, consolidates tuition, housing, and financial aid into a single bill
- WVU's Wise Library will transform into a "Library of the Future" that will accommodate paper volumes, information technology, and computer centers

Student Assessment

- WVU has a comprehensive Student Learning Outcomes Assessment Program that includes the development of initial outcome assessment plans for every academic unit and a permanent Assessment Council to oversee these efforts
- The quality of the University's assessment programs is evidenced by the presentation of information about those programs at a meeting of the North Central Association of Colleges and Schools.

Faculty and Staff Development

- The Leadership Effectiveness and Development (LEAD) Program provides specialized training for staff in supervisory capacities; a similar program for secretarial/clerical employees is being developed. More than 25 training and development workshops are available to all employees
- A Faculty Development Program provides more than 55 development sessions. The sessions include a week-long Faculty Academy; special sessions for department chairs; and events for new, senior, and retired faculty
- Several small grant programs funded largely by the WVU Foundation provide faculty with a means of enhancing the quality of their instruction, research, and service. The newest of these programs supports faculty efforts to incorporate technology in instruction
- A Professional Development Program is available for faculty and non-classified staff
- Specialized training sessions enhance the teaching skills of new Graduate Teaching Assistants

Community Service

- WVU hosts the Statewide Special Olympics Summer Games and is home to the Governor's Honors Academy
- WVU has named an ombudsperson to assist students affected by new welfare laws, and is mobilizing its vast resources to help the state
- The West Virginia Association of Land-Grant Institutions will focus on ways the two schools (WVU and WV State College) can better serve the state
- Through the Office of Service Learning and Volunteer Center, WVU students provide flood relief, help build homes for Habitat for Humanity, etc.
- Intergenerate is a program that pairs students with senior citizens for two-way personal enrichment and understanding
- WVU targets its research to focus on six specific areas that will better serve the state and nation -- advanced materials, energy and the environment, human development and culture, information technology, local and regional economic development, and molecular and biomedical sciences.
- WVU Extension addresses youth, family and pressing community needs through outreach in all counties
- WVU is co-founder of the Clearinghouse for Workforce Education for businesses and individuals desiring workforce training

West Virginia University

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	23,080	22,500	21,517	21,743	22,238
Full-Time Equivalent (FTE)	20,168	19,824	19,300	19,242	19,769
First-Time Freshmen	2,881	3,084	3,006	3,151	3,128
Full-Time Undergraduate Transfers In	769	818	709	684	805

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**23,080**	**100%**	**22,500**	**100%**	**21,517**	**100%**	**21,743**	**100%**	**22,238**	**100%**
Gender										
Male	11,479	50%	11,130	49%	10,740	50%	10,729	49%	10,754	48%
Female	11,601	50%	11,370	51%	10,777	50%	11,014	51%	11,484	52%
Residence										
WV Resident	13,894	60%	13,583	60%	13,049	61%	13,678	63%	14,285	64%
Non-Resident	9,186	40%	8,917	40%	8,468	39%	8,065	37%	7,953	36%
Attendance Status										
Full-Time	17,793	77%	17,720	79%	17,325	81%	17,074	79%	17,504	79%
Part-Time	5,287	23%	4,780	21%	4,192	19%	4,669	21%	4,734	21%
Level										
Undergraduate	15,577	67%	15,383	68%	15,042	70%	14,897	69%	14,959	67%
Graduate	6,556	28%	6,193	28%	5,536	26%	5,891	27%	6,293	28%
First Professional	947	4%	924	4%	939	4%	955	4%	986	4%
Ethnicity										
White	20,840	90%	20,216	90%	19,340	90%	19,538	90%	19,977	90%
Black	668	3%	677	3%	689	3%	698	3%	728	3%
Other (includes international)	1,572	7%	1,607	7%	1,488	7%	1,507	7%	1,533	7%
Age (excludes "age unknown")										
Under 25	15,938	69%	15,685	70%	15,253	71%	15,044	69%	15,025	68%
25-29	2,329	10%	2,370	11%	2,501	12%	2,618	12%	2,727	12%
30-39	2,427	11%	2,180	10%	1,925	9%	2,005	9%	2,103	9%
40+	2,386	10%	2,264	10%	1,838	9%	2,075	10%	2,383	11%
Average Age	25		25		25		25		25	
Average Age (Undergraduates)	21		21		21		21		21	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 1,899 (63.8%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	NA	First Professional	4
Bachelor's	59	Doctoral	27
Master's	76		

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Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Monongalia	West Virginia	79 students from Japan; 46 from Malaysia; and an additional 176 students from 57 nations.	Monongalia	West Virginia	48 students from Japan; 28 from Malaysia; and an additional 209 students from 72 nations
Kanawha	Pennsylvania		Kanawha	Pennsylvania	
Harrison	New Jersey		Marion	New Jersey	
Marion	Maryland		Harrison	Maryland	
Wood	New York		Preston	New York	

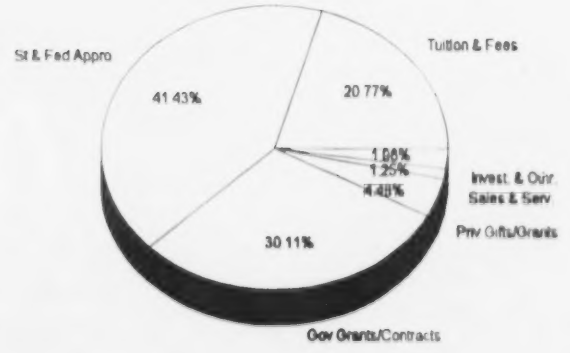
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	NA	NA	NA	NA	NA
Bachelor's	3,304	3,041	2,943	2,682	2,798
Master's	1,154	1,378	1,315	1,273	1,477
Post-Master's	0	0	2	0	0
First Professional	251	249	242	248	273
Doctoral	126	156	117	139	154

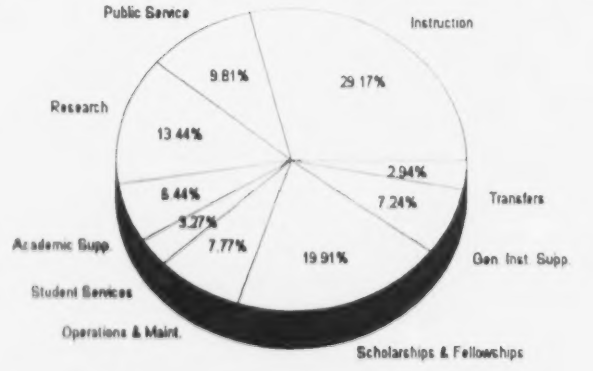
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$1,013	$1,064	$1,096	$1,131	$1,168
Non-Resident	$2,935	$3,185	$3,392	$3,562	$3,678

Educational and General Revenue, FY 1996-97
Total $420,981,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $412,559,000



Potomac State College of WVU

Strategic Goals

- To provide high quality programs of instruction at the associate's degree and certificate levels, including university-parallel transfer and career technical learning opportunities; to offer continuing education and community service activities for the economic and workforce development of the College's service area and the personal and professional growth of the citizenry; and to foster student development academically and socially.
- To bring faculty and non-classified staff to 95% of their peer average salaries within the SREB region.
- To develop new programming that meets the needs of PSC's service region and the technological needs of PSC's students who must be able to compete in a modern, technological society.
- To become an innovator on the national level to specialize in reclaiming unprepared and underprepared students.
- To develop full-scale, meaningful partnerships with the public schools and community within PSC's service region (actively participating in Tech Prep Associate Degree program; High Schools that Work; School-to-Work Transition; Partnerships in Education with Keyser Primary-Middle School, Keyser McDonald's, and New Creek School; Rural Entrepeneurship Through Action Learning (REAL)).

Academic Programs

- Offers university-parallel transfer courses, vocational-technical programs, and life-long learning opportunities.
- Offers seven Associate of Arts degree programs with 37 majors and six career-technical programs with 11 majors.
- Offers an Honors Program affording students more individualized, concentrated instruction and the opportunity to continue in the WVU Honors Program.
- Provides an early admission High School Honors Program for exceptional high school students identified as highly motivated academic achievers (recently expanded offerings at Union and Martinsburg High Schools).
- Upward Bound project provides services and activities designed to assist low-income, potentially first-generation college students in developing the skills and motivation necessary to complete a secondary education program and to enter and succeed in postsecondary programs.
- Foundations Writing/Reading classes have been improved with the change to IBM compatible laboratory and the use of interactive tutorial software.
- Coordinates efforts with Thomas Education Center to provide classes for personal enrichment and accredited programs to residents of Tucker County.

Student Services

- Student Support Services provides tutorial assistance in groups or on an individual basis which enables eligible first generation, low-income, and/or disabled students to successfully adjust to the college environment and achieve academic, personal, and career success.
- Counseling services are provided on campus through the Office of Student Affairs. Academic, career, transfer, and financial aid counseling are provided in conjunction with Student Support Services.
- Each year, the Complementary Education Committee and the Student Government provide a series of programs, including performers, visiting artists, and art exhibits for the cultural enrichment of the college community and citizens of the surrounding areas. Students are also encouraged to become involved in the more than 16 clubs and organizations designed to foster student leadership abilities and student-community involvement.
- Work has begun to create a One-Stop-Career Shop and Academic Advising Center to make expanded use of the Computer Assisted Learning Center.
- A cybercafe has been created in the Student Union to provide students a social environment for Internet and other computer networking activity.

Technology

- Offers computer-assisted instruction in writing skills with 21 IBM compatible computers and the Computer-Assisted Learning Center. The CALC recently added interactive software featuring voice instruction.
- Offers Internet access to all students via six computers in the Mary F. Shipper Library, and E-mail accounts are available for all students who want them.
- Uses computers in the Office Automation Laboratories for news writing in journalism and for virtually all secretarial studies courses. Computers also play an integral part in the engineering classes, math classes, and some history classes.
- The college has five IBM compatible laboratories using state of the art equipment and software.

- Multi-media equipped classrooms available in six locations on campus.
- Fiber Optic wiring project to be completed during Summer 1998 will allow all classrooms and faculty offices to be networked and Internet accessible.
- WVNET capabilities available for students, economic development, and the community.
- A distance learning classroom was completed by June 30, 1998.
- Sixty-thousand dollar library special funding committed to building Internet connectivity; preparing for the on-line cataloguing system; providing student access to the Internet, on-line catalogue, and CD-Rom information services; providing necessary training for library staff to enable their continued growth in competently managing an ever-growing technological facility.

Student Assessment

- Has implemented a college-wide assessment program approved by the North Central Accrediting Association and monitored by the Coordinator of Institutional Research and Assessment and the Assessment Council.
- Requires assessment plans from all faculty for all courses.
- Follows all program review requirements.
- Follows NCA accreditation process.
- Spring 1998 graduates of PSC equalled or exceeded the national averages on ACT CAAP tests in Reading, Writing, Mathematics, and Critical Thinking.

Faculty and Staff Development

- The institution of a merit pay plan and a cash award for Outstanding Professor of the Year are efforts on the part of PSC to recognize and foster excellence among our faculty. Assistant Professor Elizabeth Hudson received the Outstanding Professor Award in April 1998.
- The Faculty Development Council was created to provide a means of equitably distributing funds available for faculty development.
- Faculty-Staff Development Day was held as a kick off to each academic year, and workshops, seminars, and discussion groups are held throughout the year to provide faculty and staff with a means for growth within their professions and as employees of the college and the state.
- Virtually all faculty and administrators are on-line with the Internet and increasing use of electronic dissemination of information is evident.

Community Service

- Sponsors college-community band and chorus, hosts and financially assists the Highland Arts Unlimited and Apple Alley Players which present about 20 musical and theatrical events for the region annually. Recent productions include *Jesus Christ Superstar*, and *Lost in Yonkers*. Planned for Spring 1999 is *Grease*.
- Gives classes at Sugar Grove Naval Facility near Franklin in Pendleton County and at the Thomas Education Center in Thomas, WV, thus providing higher education access to people in those areas.
- Participates in the Potomac Highlands Training Network through the Governor's Guaranteed Workforce Development Office.
- Provides displaced workers assistance through the Mineral County Development Authority, Bureau of Employment Services, Rural Entrepreneurship Through Action Learning (REAL), and Veteran's Upward Bound.
- Member of Potomac Highlands District Consortium for Community and Technical Colleges.
- Actively participates in Tech Prep Associate Degree Program; High Schools that Work; School-to-Work Transition; Partnerships in Education with Keyser Primary-Middle School, Keyser McDonald's, and New Creek School; REAL; Welfare Transition Task Force; Mineral County Welfare Reform Committee.
- Participates with WVU Extension Services and Mineral County Board of Education to support a VISTA volunteer to coordinate child literacy initiatives. Program also provides opportunities for service learning.

Potomac State College of WVU

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	1,108	1,056	1,163	1,108	1,209
Full-Time Equivalent (FTE)	951	885	940	891	965
First-Time Freshmen	423	405	465	410	398
Full-Time Undergraduate Transfers In	34	42	21	38	30

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,108**	**100%**	**1,056**	**100%**	**1,163**	**100%**	**1,108**	**100%**	**1,209**	**100%**
Gender										
Male	608	55%	564	53%	596	51%	600	54%	612	51%
Female	500	45%	492	47%	567	49%	508	46%	597	49%
Residence										
WV Resident	773	70%	814	77%	925	80%	930	84%	1,015	84%
Non-Resident	335	30%	242	23%	238	20%	178	16%	194	16%
Attendance Status										
Full-Time	831	75%	772	73%	789	68%	758	68%	801	66%
Part-Time	277	25%	284	27%	374	32%	350	32%	408	34%
Level										
Undergraduate	1,108	100%	1,056	100%	1,163	100%	1,108	100%	1,209	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	997	90%	955	90%	1,079	93%	1,031	93%	1,100	91%
Black	89	8%	87	8%	71	6%	63	6%	86	7%
Other (includes international)	22	2%	14	1%	13	1%	14	1%	23	2%
Age (excludes "age unknown")										
Under 25	980	88%	917	87%	980	84%	933	84%	1,004	83%
25-29	39	4%	39	4%	51	4%	38	3%	43	4%
30-39	46	4%	53	5%	63	5%	75	7%	70	6%
40+	43	4%	47	4%	69	6%	62	6%	92	8%
Average Age	21		21		22		22		22	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): (1819%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	1	Post-Master's	NA
Associate's	13	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mineral	West Virginia	None	Mineral	West Virginia	1 student from
Hampshire	Maryland		Hampshire	Maryland	Canada
Grant	Virginia		Grant	Virginia	
Hardy	Pennsylvania		Hardy	Pennsylvania	
Tucker	New Jersey		Tucker	New York	

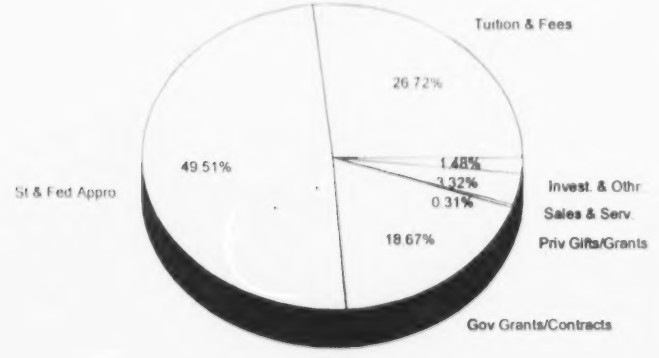
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	127	127	118	125	131
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

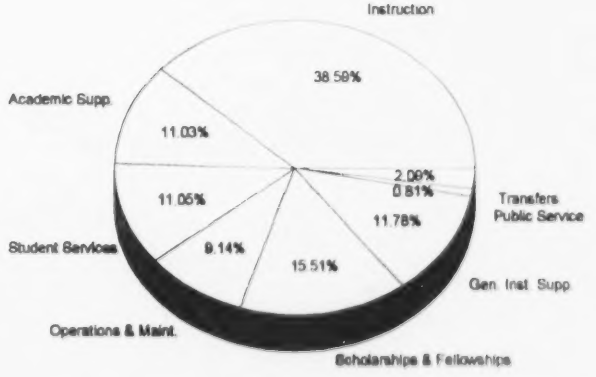
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$800	$880	$906	$933	$963
Non-Resident	$2,343	$2,672	$2,822	$3,028	$3,126

Educational and General Revenue, FY 1996-97
Total $7,510,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $7,274,000



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West Virginia University Institute of Technology

Strategic Goals

- As a regional campus of WVU, a land-grant institution, the primary mission of WVUIT is to provide technical and professional education and service to citizens of West Virginia.
- To continue the development of the merger with WVU to include achieving synergism through joint programs and implementation of Integration 2000.
- To continue to maintain regionally and nationally accredited programs and to increase the number of accredited programs.
- WVUIT will continue an academic curriculum that provides quality educational opportunities that prepare students for productive careers, to appreciate diversity, to be valuable citizens, and to enjoy a life of varied and rewarding interests.
- To continue to provide quality services to meet changing student and community needs and to promote programs which enhance student success.
- WVUIT along with WVU, West Virginia State College, and The University of Charleston formed the Alliance for Ventures in Education.
- WVUIT will maintain and improve the competence of the faculty and staff through faculty and staff development which includes emerging technologies and communication techniques with emphasis on using them for distance learning and collaborative research with WVU faculty.
- An active district consortia committee will be continued to advise and assist the Provost of the Community and Technical College.
- WVUIT will continue to expand service to business, industry, and government in the Community and Technical College service area, including Kanawha, Clay, Nicholas, Fayette, and Raleigh counties.
- Through an EDA grant, the Technical Assistance Center will provide assistance to business, industry, and government throughout the state.
- Through the Community and Technical College, WVUIT will prepare students for technically-oriented occupations, increase general student access and provide for community education needs in the region.

Academic Programs

- WVUIT offers one master's degree, 25 bachelor's degrees, 12 associate's degrees, and one certificate.
- A 5th Adult Summer Transition Program was conducted in 1997, made possible by Occupational Education & Job Training Partnership Act. All Engineering programs were reviewed by EAC/ABET in Fall 1997 and received accreditation.
- All Engineering Technology programs were reviewed by TAC/ABET and reaccredited in July 1997.
- The Engineering programs at WVU and WVUIT continue to collaborate on academic programs and research. A Math Excel program was piloted in developmental math partially funded by a grant from Appalachian Rural Systemic Initiative of the University of Kentucky. Faculty advisory councils were formed in Social Sciences, Nursing, and Business and Accounting.
- The Core Curriculum was revised to include a writing and cultural diversity component. Students in the combined WVUIT/WVU accredited BSN Nursing Program will begin studies in Fall,1998.
- New Minors were created in International Business, Finance, Social Sciences, and Graphic Design.

Student Services

- Career Services increased its number of employers conducting on-campus interviews by approximately 36 percent. The Financial Aid Office reviewed 2,451 federal financial aid applications and disbursed $6,160,333 in aid to 1,378 applicants.
- The director of International Students was elected to National Association of International Educators national team as COMSEC representative to the Education and Training Committee, June 1998-2001.
- Tech Child Care Center provided work experience for Valley High's Transition Program and Community Service and Adult Basic Education Program. Student Support Services Project served 200 eligible Tech students with 112 students on the waiting list.
- The SGA created the Student Activities Board to be responsible for all entertainment that is brought to campus by students.
- Campus Safety continued to maintain the third lowest crime rate of the State College and University System institutions who report to the Uniform Crime Reporting Section of the West Virginia Department of Public Safety.
- Three Upward Bound faculty were voted into Who's Who Among Professionals.
- The Counseling Office offered workshops for staff on Conflict Resolution, Healthy Communications, Dealing with Grief, and Change in the Workplace.
- Resident assistants in Residence Life provided approximately 168 programs in 1997-98.

Technology

- WVUIT has developed a four-year plan for the creation of a campus telecommunications infrastructure and the deployment of a campus LAN. The contract is in place for the laying of the fiber optic campus backbone during spring 1998.
- Internal installation of Category 5 cabling in preparation of the campus LAN has begun in the administrative and academic buildings. Students, faculty, and staff now have on-campus access to the Internet by Tech.
- Two faculty in the Community and Technical College attended Microsoft Network Administration Certification training.

Student Assessment

- WVUIT has a comprehensive Assessment Plan approved by the North Central Association of Colleges and Universities. The College BASE Examination was administered to all incoming freshmen and all graduating seniors to assess value added in general education by the core curriculum.
- The Educational Testing Service Accuplacer Test was used to place students requiring remediation in the appropriate Mathematics and English courses.
- A Graduating Senior Survey and an Alumni Survey of 1992-1993, 1994-1995, and 1996-1997 graduates was conducted to assess whether the WVUIT education experience met student expectations.
- A Student Satisfaction Survey was conducted to assess the quality of student life at WVUIT.
- All departments and colleges were asked to review and update assessment plans as part of the North Central Self-Study process.

Faculty and Staff Development

- Tech Foundation provided $15,000 for Faculty Development, $4,000 for Staff Development, and $7,500 for faculty research.
- Tech Foundation administers for deans, chairs, and faculty members approximately $40,000 in faculty development accounts.
- The College of Engineering has realized about a $500,000 increase in external funding since merging with WVU, allowing an increase in faculty development activities.
- Faculty Workshops on Distance Education Technology, Powerpoint, and the Internet were held.
- Faculty and staff workshops were held in the areas of Distance Learning, ADA assessment, Social Justice, and Drug and Alcohol Abuse.
- The Community and Technical College received approximately $12,000 in vocational education grants designed to fund faculty development activities.

Community Service

- WVUIT Engineering sponsored ten professional development workshops serving 500 engineers needing professional development for license retention.
- The Community and Technical College completed the two-year Instrumentation and Control Technician Training program for AEP in Point Pleasant.
- The Community and Technical College developed and delivered Electricity I Training and Mechanics I program for INCO apprentices.
- The Community and Technical College completed the three-year Instrumentation and Control Technical Training program for AEP power plants in southern WV and AEP's RPS group at the John Amos Plant.The Community and Technical College received over $100,000 in federal grants to partner with the Fayette County Schools in Tech Prep Associate Degree and School-to-Work initiatives designed to assist in educational reform.
- The Community and Technical College offered training in managerial skills for the WV Housing Development Fund, in basic hydraulics for Russell-Stanley Corp, in Lotus 1-2-3 for Foodland, in Programmable Logic Controller for International Brotherhood of Electrical Workers, and in National Electric Code training for CDI Corp.

West Virginia University Institute of Technology

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,859	2,695	2,538	2,486	2,554
Full-Time Equivalent (FTE)	2,577	2,457	2,242	2,147	2,136
First-Time Freshmen	600	567	511	525	491
Full-Time Undergraduate Transfers In	120	174	127	146	157

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,859**	**100%**	**2,695**	**100%**	**2,538**	**100%**	**2,486**	**100%**	**2,554**	**100%**
Gender										
Male	1,796	63%	1,697	63%	1,595	63%	1,500	60%	1,563	61%
Female	1,063	37%	998	37%	943	37%	986	40%	991	39%
Residence										
WV Resident	2,628	92%	2,441	91%	2,338	92%	2,275	92%	2,320	91%
Non-Resident	231	8%	254	9%	200	8%	211	8%	234	9%
Attendance Status										
Full-Time	2,276	80%	2,201	82%	1,943	77%	1,896	76%	1,853	73%
Part-Time	583	20%	494	18%	595	23%	590	24%	701	27%
Level										
Undergraduate	2,833	99%	2,678	99%	2,515	99%	2,458	99%	2,534	99%
Graduate	26	1%	17	1%	23	1%	28	1%	20	1%
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,651	93%	2,464	91%	2,324	92%	2,262	91%	2,287	90%
Black	118	4%	117	4%	101	4%	108	4%	146	6%
Other (includes international)	90	3%	114	4%	113	4%	116	5%	121	5%
Age (excludes "age unknown")										
Under 25	2,135	75%	2,001	74%	1,768	70%	1,817	73%	1,815	71%
25-29	260	9%	231	9%	252	10%	245	10%	264	10%
30-39	276	10%	262	10%	274	11%	221	9%	231	9%
40+	186	7%	196	7%	244	10%	202	8%	243	10%
Average Age	24		24		25		24		25	
Average Age (Undergraduates)	24		24		25		24		25	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 317 (51.9%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	1	Post-Master's	NA
Associate's	12	First Professional	NA
Bachelor's	24	Doctoral	NA
Masters	1		

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Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Kanawha	West Virginia	24 students from Afghanistan; 5 from Algeria; and an additional 13 students from 5 nations.	Kanawha	West Virginia	34 students from Afghanistan; 9 from Armenia; and an additional 15 students from 6 nations
Fayette	Virginia		Fayette	Virginia	
Raleigh	Ohio		Raleigh	Maryland	
Putnam	Maryland		Nicholas	Ohio	
Nicholas	Pennsylvania		Putnam		

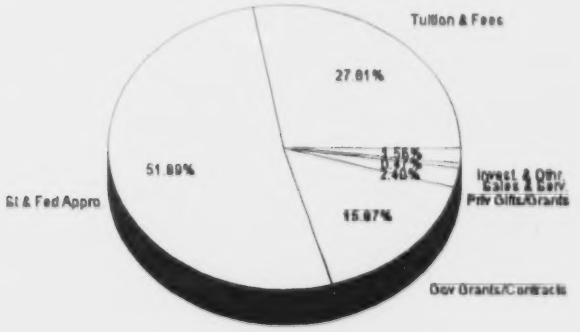
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	230	184	181	218	163
Bachelor's	360	338	341	300	271
Master's	9	11	7	5	4
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

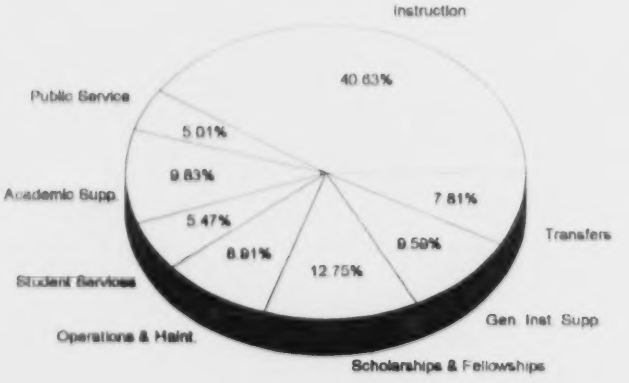
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$999	$1,060	$1,113	$1,149	$1,185
Non-Resident	$2,236	$2,395	$2,800	$2,880	$2,973

Educational and General Revenue, FY 1996-97
Total $19,331,000



Educational and General Expenditures and Transfers, FY1996-97
Total $19,940,000



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Parkersburg
West Virginia University

West Virginia University at Parkersburg

Strategic Goals

- **Mission.** WVU-P is a public college owned, operated and governed by the citizens of West Virginia. As a community-based institution, WVU-P has as its mission to assess, respond to and meet the needs of its service area while contributing to economic and community development.
- **Program Offerings.** WVU-P will have efficient and effective community-based and technical programs utilizing innovative, flexible delivery systems as appropriate.
- **Efficient Operations, Delivery Systems.** WVU-P will continue to seek ways to be effective in its operations and program offerings to maximize its fiscal and human resources.
- **Regional Campus Relationship.** WVU-P will broaden and enhance its function as part of WVU, providing opportunities for program and service expansion.
- **District Consortium Committee.** WVU-P will develop its seven-county district consortium committee to enhance needs assessment and cooperation of programs in a collaborative effort with a variety of public and private agencies and institutions.

Academic Programs

- The College has implemented an Alternative Delivery System program to provide higher education opportunities which extend beyond the traditional classroom through innovations in instruction. More than a dozen ADS courses are being offered each semester in a flexible, technology-augmented format; some of the courses are being offered via the Internet. In addition, an AAS degree in Paramedic Science received approval and was initiated beginning in Fall 1998. Also, WVU began offering its RN to BSN completer degree on the Parkersburg campus in Fall 1998.

Student Services

- The Student Services Division has implemented a variety of action plans to improve customer service and increase student satisfaction. The registration process has been modified to meet student needs more effectively, placement testing has been expanded to prospective students at area high schools, the career center area has been reorganized and renovated, and the number of Early Admission courses offered and number of high schools participating has increased.

Technology

- WVU-P has made a focused commitment to technology integration into the teaching/learning process. More computer labs have been developed, including writing and career exploration labs. Faculty/curriculum development grants made it possible for faculty to pursue alternate delivery strategies and instructional methodologies.
- Construction on the $6.5 million Caperton Center for Applied Technology is progressing. Program curricula are being developed for the center which will house a new response to workforce training and development shared with Wood County Schools.

Student Assessment

- WVU-P's assessment program is designed to document proficiency in skills and competencies essential for all college-educated adults; to complete an identifiable and coherent undergraduate level general education component; and to master the level of knowledge appropriate to the degree attained. A variety of direct and indirect measures and methods are utilized incorporating a review of cognitive, behavioral, and effective learning.

Faculty and Staff Development

- A campus-wide Advanced Connections customer service program has provided employees with the opportunity to enhance their skills in delivering quality customer service to students. The College's faculty development program is focusing on application of computers and web page design. On-campus faculty workshops have covered learning theories, instructional technologies, CD-ROM development, Internet, alternative learning methods, and web page development for those interested in creating virtual courses.

Community Service

- The College's Social Justice program celebrates diversity through a variety of programs and workshops open to the public. Also, the College hosts a Health Fair, the public presentation of the Clothesline Project/Silent Witness displays regarding domestic violence, and cultural enrichment activities, including the Distinguished Performance Series and University Players' productions.
- WVU-P is a member of the Silence Affects Families Everywhere (SAFE), a coalition of area organizations that take a positive stand on family violence in the Mid-Ohio Valley through an education and awareness campaign. The College is sponsoring workshops and teleconferences as part of SAFE.

Parkersburg
West Virginia University

WVU at Parkersburg

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	3,829	3,612	3,719	3,421	3,443
Full-Time Equivalent (FTE)	2,478	2,395	2,444	2,273	2,242
First-Time Freshmen	829 (est.)	782	805	713	654
Full-Time Undergraduate Transfers In	87	93	124	78	89

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,829**	**100%**	**3,612**	**100%**	**3,719**	**100%**	**3,421**	**100%**	**3,443**	**100%**
Gender										
Male	1,473	38%	1,394	39%	1,454	39%	1,298	38%	1,307	38%
Female	2,356	62%	2,218	61%	2,265	61%	2,123	62%	2,136	62%
Residence										
WV Resident	3,695	97%	3,477	96%	3,610	97%	3,325	97%	3,358	98%
Non-Resident	134	3%	135	4%	109	3%	96	3%	85	2%
Attendance Status										
Full-Time	1,965	51%	1,943	54%	1,927	52%	1,849	54%	1,787	52%
Part-Time	1,864	49%	1,669	46%	1,792	48%	1,572	46%	1,656	48%
Level										
Undergraduate	3,829	100%	3,612	100%	3,719	100%	3,421	100%	3,443	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,755	98%	3,543	98%	3,635	98%	3,346	98%	3,375	98%
Black	22	1%	24	1%	31	1%	26	1%	30	1%
Other (includes international)	52	1%	45	1%	53	1%	49	1%	38	1%
Age (excludes "age unknown")										
Under 25	2,088	55%	2,053	57%	2,119	57%	1,998	58%	2,063	60%
25-29	480	13%	449	12%	435	12%	381	11%	407	12%
30-39	754	20%	689	19%	663	18%	570	17%	564	16%
40+	506	13%	421	12%	498	13%	470	14%	409	12%
Average Age	27		27		27		27		26	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 259 (35.9%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	3	Post-Master's	NA
Associate's	17	First Professional	NA
Bachelor's	2	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top Counties	5 Top States	International
Wood	West Virginia	1 student each	Wood	West Virginia	None
Jackson	Ohio	from France and	Jackson	Ohio	
Ritchie		Panama.	Ritchie		
Pleasants			Pleasants		
Wirt			Roane		

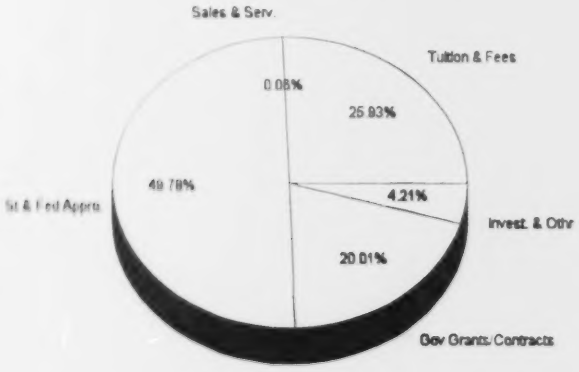
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	319	258	259	239	267
Bachelor's	64	85	100	79	68
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

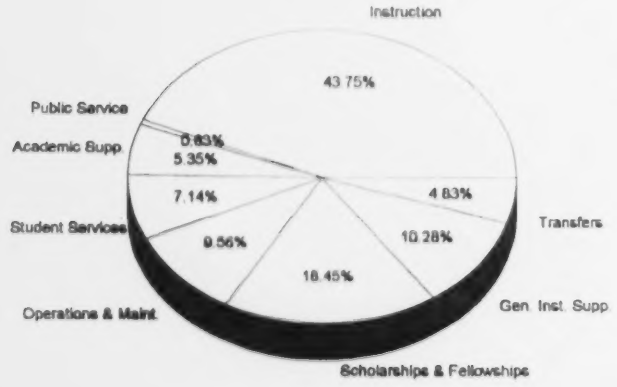
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$468	$564	$582	$600	$620
Non-Resident	$1,560	$1,764	$1,818	$1,908	$1,970

Educational and General Revenue, FY 1996-97
Total $12,346,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $12,600,000



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Marshall University

Strategic Goals

- Deliver quality undergraduate education.
- Enhance graduate education.
- Expand the body of human knowledge and achievement through research and creative arts activities. Serve society through public service.
- Promote diversity in the student body, faculty, staff, and educational programs. Foster academic freedom and shared governance.
- Maintain rigorous standards and high expectations for student learning and performance.

Academic Programs

- MU was again listed in the "Student Guide to America's 100 Best College Buys, 1998-99." Marshall hit a record high enrollment for the second straight year with 15,690 students in Fall 1997, including South Charleston and affiliated campuses. The first year of the merger of MU and the WV Graduate College resulted in a review of all programs and courses and the creation of a new Graduate Council.
- The Military Degree program, through an arrangement with the WV National Guard, offered courses to 422 military personnel in eight locations. The Unit Accreditation Board of NCATE granted continued accreditation to the College of Education and Human Services. The Center for Academic Excellence and the Political Science Department placed six students in a new internship program in Washington, D.C. Featured speakers in the Year of the Book Celebration were Francis Fukuyama, Jean Edward Smith, and Bobbie Ann Mason. The new College of Nursing and Health Professions combines the School of Nursing, Communication Disorders, Clinical Lab Sciences, and Dietetics. Four new scholars-in-residence joined the Center for the Study of Gender and Ethnicity in Appalachia, funded by the Rockefeller Foundation. Retired Brigadier General Charles E. "Chuck" Yeager was the featured speaker at the 11th Annual Yeager Symposium in October, the 50th Anniversary of General Yeager's record-breaking flight.
- Marshall added a B.A. in Multidisciplinary Studies, an AAS in Medical Assistant Technology, and an AAS in Hospitality. The Community and Technical College worked with Mason, Wayne, and Cabell Counties to facilitate seamless transition in cooperation with the TechPrep Initiative.
- The Community and Technical College signed an articulation agreement with American Electric Power to provide degree opportunities for employees.

Student Services

- Student Health Services, assisted by students in the School of Nursing, gave flu shots to 922 students in Fall 1997.
- The Health and Fitness Center served 450 students per day for class and recreation purposes.
- The Career Services Center gave career planning help to 3,348 students and alumni in 1997-98.
- The number of scholarships awarded totaled 1,344, an increase of 55% over the last year.
- MU's Violence Against Women Among Athletes was recognized as one of six exemplary programs in the U.S.
- The Office of Student Affairs sponsored 110 students to regional, national, and international conferences.
- The School of Extended Education, with the MU Library staff, created a new library extension service for distant students.

Technology

- MU offered 20 electronic courses with plans to have 45 to 60 by the end of 1998. Three courses were chosen for inclusion in the Southern Regional Electronic Campus.
- The University implemented Banner Web to provide students access to registration and record services (grades, schedules, etc.). Expanded library services now available include web browser access, electronic document delivery, and full electronic journals. Via the Career Services Web Page, students and alumni have 24-hour access from anywhere in the world to view jobs, submit resumes, and sign up for interviews.
- The College of Fine Arts was selected to participate in an Appalachian Regional Commission grant program designed to enhance learning opportunities for rural West Virginians through network and other electronic delivery means.

- The Marshall Technology Institute is a new program to coordinate the expertise and services to meet technology information needs in the region. Marshall was selected as the state's first Cisco Regional Networking Academy to provide training for teachers about designing, building, and maintaining networks serving schools and businesses.

Student Assessment

- The Assessment and Program Review Office:
  - Reviewed 1996-97 course syllabi for all programs;
  - Gave the TASKS test in critical thinking to 200 students;
  - Completed Graduate Outcomes Survey, Graduating Senior Survey, and the General Education Outcomes Survey
  - Received annual reports of assessment activities from programs
- MU's finance students were ranked number one in the nation (out of 400 teams) in the Collegiate Investment Challenge

Faculty and Staff Development

- Dr. Betty Cleckley, Vice President for Multicultural Affairs and International Programs, received the 1998 WV "Living the Dream Award." Dr. Dorothy Hicks, Professor of Health, Physical Education and Recreation, received the 1998 Celebrate Women Award for Sports. Six veteran MU faculty received Distinguished Service Awards, and fifteen received the new Presidential Service Awards. Dr. Marjorie McInerney, Professor of Management, Lewis College of Business, received the first Charles E. Hedrick Outstanding Faculty Award. The School of Extended Education conducted three training sessions on T-1 interactive technology and two sessions of HEITV, SATNET, and computer-based teaching during 1997-98.
- Three Music Department faculty, Professors Leslie Petteys, Elizabeth Smith, and Michael Golden, were awarded prestigious Meet the Composer Foundations grants for 1998.
- Dr. David Cusick, Math Department, won the 1998 Reynolds Outstanding Teaching Award while Professors Janis Martin, John Van Kirk, and Mark Thompson received the 1998 Pickens-Queen Teaching Awards.
- MU faculty and staff received over $14 million in projected funding for grants and contracts in FY 1997-1998. MU awarded over $500,000 in faculty development and research funds to faculty in 1997-98. Six faculty members in Biological Sciences and Chemistry received an NSF grant of $2.1 million to develop a molecular characterization and identification facility at Marshall.

Community Service

- Dr. Gary Anderson, Chemistry Department, presented "The Magic of Chemistry" to numerous elementary and middle schools.
- The After School Arts Enrichment program of the College of Fine Arts expanded from one school to four schools and over 125 children in 1998.
- Student Athletes participated in many successful community service activities including the Read Across America effort and Habitat for Humanity.
- The U.S. Corps of Engineers chose the Lewis College of Business to deliver a program of leadership development training for key employees.
- Dr. Taylor Turner, College of Education and Human Services, developed a course to train work-study students to tutor third graders in Cabell County.
- The Student Health Education Program provided the leadership for 27 student groups to work in 42 different community agency projects.
- The Student Affairs staff cooked meals for residents at the Ronald McDonald House in Huntington.
- Various Marshall faculty and staff provided classes in the Boy Scout Merit Badge College held at Marshall in March 1998.
- Baruch Whitehead, Department of Music, headed an after-school program in a community center using the Orff-Schulwerk approach.
- The Oral History of Appalachia Program sponsored a free and open workshop on "Doing Life Histories" in March 1998.
- The Robert C. Byrd Institute for Advanced Flexible Manufacturing provided services to small and medium-sized companies which added $10,000,000 to the state's manufacturing economy in 1996 and 1997.
- The MU Community and Technical College offered a Summer Institute of Technology for students in second through eighth grades in summer 1998.

Marshall University

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	12,717	12,659	12,461	13,164	13,596
Full-Time Equivalent (FTE)	9,576	9,738	9,715	10,265	10,513
First-Time Freshmen	1,980	2,093	2,032	2,061	2,278
Full-Time Undergraduate Transfers In	456	541	520	527	551

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**12,717**	**100%**	**12,659**	**100%**	**12,461**	**100%**	**13,164**	**100%**	**13,596**	**100%**
Gender										
Male	5,606	44%	5,786	46%	5,643	45%	6,100	46%	6,372	47%
Female	7,111	56%	6,873	54%	6,818	55%	7,064	54%	7,224	53%
Residence										
WV Resident	10,916	86%	10,788	85%	10,545	85%	11,110	84%	11,252	83%
Non-Resident	1,801	14%	1,871	15%	1,916	15%	2,054	16%	2,344	17%
Attendance Status										
Full-Time	8,550	67%	8,766	69%	8,727	70%	9,302	71%	9,506	70%
Part-Time	4,167	33%	3,893	31%	3,734	30%	3,862	29%	4,090	30%
Level										
Undergraduate	10,042	79%	10,303	81%	10,210	82%	10,876	83%	11,343	83%
Graduate	2,470	19%	2,154	17%	2,053	16%	2,084	16%	2,053	15%
First Professional	205	2%	202	2%	198	2%	204	2%	200	1%
Ethnicity										
White	11,971	94%	11,853	94%	11,666	94%	12,348	94%	12,739	94%
Black	466	4%	492	4%	472	4%	497	4%	506	4%
Other (includes international)	280	2%	314	2%	323	3%	319	2%	351	3%
Age (excludes "age unknown")										
Under 25	7,979	63%	8,152	64%	8,095	65%	8,370	64%	8,640	64%
25-29	1,415	11%	1,551	12%	1,559	13%	1,831	14%	1,819	13%
30-39	1,727	14%	1,522	12%	1,488	12%	1,515	12%	1,568	12%
40+	1,587	12%	1,426	11%	1,312	11%	1,413	11%	1,533	11%
Average Age	26		26		26		26		26	
Average Age (Undergraduates)	24		24		24		24		25	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): **971** **(51.5%)**

Number of Degree Programs Offered (as of 3/9/98)

Certificate	2	Post-Master's	1
Associate's	21	First Professional	1
Bachelor's	42	Doctoral	1
Master's	34		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Cabell	West Virginia	8 students from Canada; 7 from Japan; and an additional 35 students from 21 nations	Cabell	West Virginia	15 students from China; 10 from Japan; and an additional 49 students from 26 nations
Kanawha	Ohio		Kanawha	Ohio	
Wayne	Kentucky		Wayne	Kentucky	
Putnam	Virginia		Putnam	Virginia	
Mason	Pennsylvania		Mason	Pennsylvania	

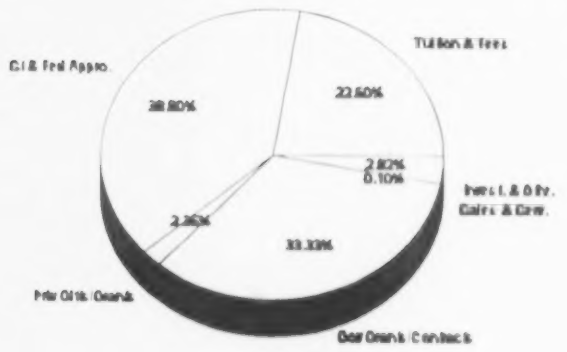
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	156	201	233	227	237
Bachelor's	1,159	1,114	1,115	1,154	1,168
Master's	435	438	462	449	495
Post-Master's	0	0	1	0	2
First Professional	54	48	45	48	49
Doctoral	1	3	3	4	4

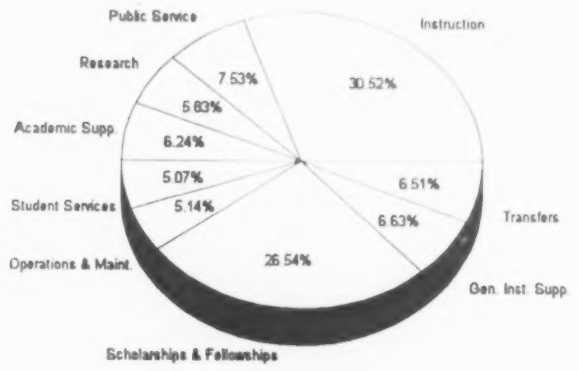
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$941	$995	$1,025	$1,058	$1,092
Non-Resident	$2,573	$2,712	$2,848	$2,939	$3,033

Educational and General Revenue, FY 1996-97
Total $133,837,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $135,272,000



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MUGC

Marshall University Graduate College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,895	2,736	2,740	2,506	2,094
Full-Time Equivalent (FTE)	991	934	993	888	799
First-Time Freshmen	NA	NA	NA	NA	NA
Full-Time Undergraduate Transfers In	NA	NA	NA	NA	NA

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,895**	**100%**	**2,736**	**100%**	**2,740**	**100%**	**2,506**	**100%**	**2,094**	**100%**
Gender										
Male	929	32%	880	32%	892	33%	748	30%	661	32%
Female	1,966	68%	1,856	68%	1,848	67%	1,758	70%	1,433	68%
Residence										
WV Resident	2,847	98%	2,685	98%	2,695	98%	2,463	98%	2,056	98%
Non-Resident	48	2%	51	2%	45	2%	43	2%	38	2%
Attendance Status										
Full-Time	187	6%	187	7%	225	8%	182	7%	198	9%
Part-Time	2,708	94%	2,549	93%	2,515	92%	2,324	93%	1,896	91%
Level										
Undergraduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduate	2,895	100%	2,736	100%	2,740	100%	2,506	100%	2,094	100%
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,768	96%	2,600	95%	2,607	95%	2,393	95%	1,987	95%
Black	95	3%	90	3%	91	3%	78	3%	71	3%
Other (includes international)	32	1%	46	2%	42	2%	35	1%	36	2%
Age (excludes "age unknown")										
Under 25	152	5%	164	6%	153	6%	162	6%	142	7%
25-29	436	15%	432	16%	423	15%	446	18%	428	21%
30-39	958	33%	863	32%	850	31%	735	29%	589	29%
40+	1,349	47%	1,275	47%	1,312	48%	1,152	46%	902	44%
Average Age	38		38		39		38		38	

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post- Master's	2
Associate's	NA	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	15		

Residency of All Students

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Kanawha	West Virginia	5 students from 5 nations	Kanawha	West Virginia	2 students from Guatemala and 1 student each from Bhutan and Somalia
Raleigh	Virginia		Putnam/Raleigh	Ohio	
Putnam			Wood		
Mercer			Mercer		
Fayette			Greenbrier		

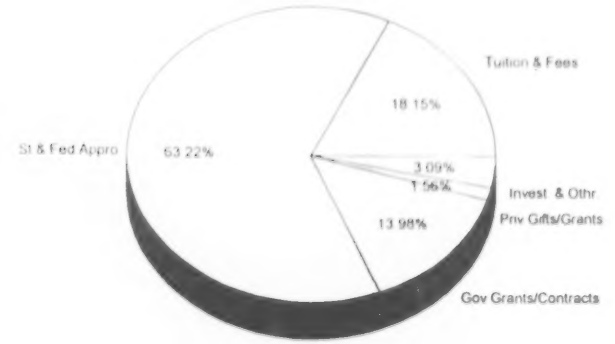
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	NA	NA	NA	NA	NA
Bachelor's	NA	NA	NA	NA	NA
Master's	314	313	274	382	391
Post-Master's	4	11	18	15	9
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

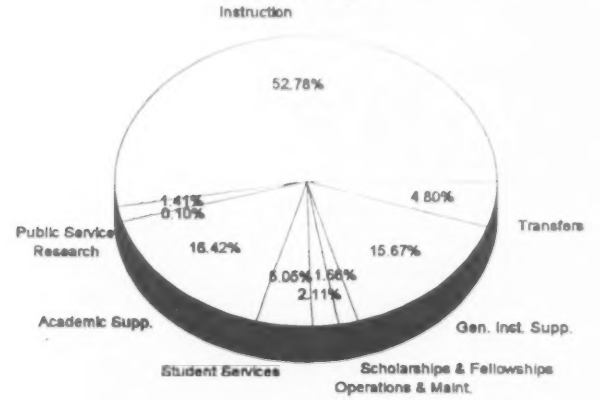
Regular Graduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$699	$735	$762	$792	$869
Non Resident	$2,295	$2,481	$2,682	$2,898	$3,132

Educational and General Revenue, FY 1996-97
Total $10,423,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $9,623,000



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West Virginia School of Osteopathic Medicine

Strategic Goals

- Continue program of excellence.
- Provide primary care physicians for rural and underserved West Virginia and Appalachia. Maintain a strong institutional orientation to primary care with emphasis on Family Practice. Enhance the use of educational technology.
- Meet institutional salary goals.
- Participate in the Osteopathic Postgraduate Training Institute (OPTI) to enhance the pre- and postdoctoral educational program.
- Enhance program in geriatric education.

Academic Programs

- Curriculum maintains an orientation toward primary care and placement in rural and underserved West Virginia.
- WVSOM is expanding the use of problem-oriented, case-based learning in the preclinical curriculum. Osteopathic Principles and Practice, the mainstay of the osteopathic medical profession, is integrated throughout the pre- and postdoctoral curriculum.
- WVSOM continues its strong support of, and participation in, the Rural Health Education Partnerships. Supervised preclinical medical students staff and provide services for a community osteopathic care clinic.
- Clinical rotation opportunities are being expanded in the Robert C. Byrd Clinic, the primary care center associated with WVSOM.

Student Services

- WVSOM has a strong commitment to providing student scholarship opportunities and offers extensive pre- and post-loan counseling.
- Recruitment efforts are directed to high schools, colleges, and universities in West Virginia.
- Recruitment efforts are also directed toward nontraditional students by means of visits to community sites where the workforce has an opportunity to obtain information about the program.
- Recruiting materials have been developed for use with telecommunication technologies.
- WVSOM provides counseling resources supporting primary care interests.
- Student support includes the availability of a full-time counselor, peer advisors, and faculty advisors.
- An annual program , "Smart Start," introduces incoming students to the academic environment.

Technology

- WVSOM continues a major commitment to integrating the on- and off-campus environments through the use of technology.
- The off-campus access system has been upgraded to make it easier for students to access campus resources.
- Computer resources in the learning resources center have been improved in response to student requests.
- Computer resources for faculty and staff are being upgraded to meet new benchmarks for productivity. Classrooms are being upgraded to integrate educational technology into classroom presentations. WVSOM has developed web applications to improve access to information and resources for students, faculty, and staff.
- WVSOM obtained federal funding to develop an integrated Wide Area Network for clinical rotations. WVSOM's anatomy department has pioneered the use of plastination technology in educational settings.
- Anatomy faculty developed new tables that significantly reduce exposure to chemicals.

Student Assessment

- Students are required to pass Level I of COMLEX USA, the Osteopathic Boards, to be promoted from phase II to phase III of the curriculum.
- Students are required to sit for Level II of COMLEX USA as a requirement for graduation. The class of 1999 will be required to pass Level II of COMLEX USA as a requirement for graduation.
- WVSOM is increasing the use of alternative evaluation formats, such as case presentations and small group problem solving, as well as continued use of the interdisciplinary sessions of the RHEP program.
- WVSOM continues a commitment to site visits of required clinical rotation locations.

Faculty and Staff Development

- Annual professional development workshops and seminars are provided for all managers.
- Annual professional development workshops and seminars are provided for all classified employees.
- WVSOM has organized and participated in faculty development programs focused on the goals and teaching strategies of the Rural Health Educational Partnerships program.
- Bimonthly workshops focused on human resource issues have been initiated for all supervisors and faculty.
- The Office of Educational Development has assisted in the development of a system for peer evaluation and observation supportive of improving clinical teaching and teaching by clinicians.
- Additional emphasis is being placed on programs for adjunct faculty who teach in internship and residency training programs.
- Development goals are part of each faculty member's annual self-study and evaluation. These goals include those specific to the ongoing integration of osteopathic principles and practices in the curriculum.
- WVSOM has an on-going commitment to promote the appropriate use of educational technology.
- WVSOM is developing strategies for using distance learning technology to help overcome geographic obstacles to clinical faculty development.

Community Service

- WVSOM supports and conducts male and female health screenings.
- Continuing a strong commitment to the "Partners in Education" program.
- Longstanding support of the faculty initiated "Science Enrichment Program" that benefits public schools and colleges throughout West Virginia.
- WVSOM continues an "Anatomy Enrichment" program that benefits schools throughout West Virginia and surrounding states.
- A WVSOM faculty member participates in the CATS-chemistry course involving K-12 teachers, Glenville State, WV Wesleyan, and WV Department of Education.
- WVSOM operates a booth at the West Virginia State Fair for blood pressure and cholesterol measurements.
- Continuing partnership with the Family Refuge Center in Domestic Violence prevention.
- WVSOM faculty and staff have developed an educational program for cancer awareness.
- Free physicals for youth groups.
- Participation in PATCH.
- WVSOM students participate in "Community Outreach and Relief Effort" (CORE), a community service project developed by the American Medical Student Association to provide assistance to terminally ill patients and their families.
- Annual award given to a student organization for community service and outreach.

West Virginia School of Osteopathic Medicine

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	261	258	260	261	261
Full-Time Equivalent (FTE)	261	258	260	261	261
First-Time Freshmen	NA	NA	NA	NA	NA
Full-Time Undergraduate Transfers In	NA	NA	NA	NA	NA

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**261**	**100%**	**258**	**100%**	**260**	**100%**	**261**	**100%**	**261**	**100%**
Gender										
Male	174	67%	170	66%	166	64%	158	61%	155	59%
Female	87	33%	88	34%	94	36%	103	39%	106	41%
Residence										
WV Resident	189	72%	203	79%	202	78%	200	77%	190	73%
Non-Resident	72	28%	55	21%	58	22%	61	23%	71	27%
Attendance Status										
Full-Time	261	100%	258	100%	260	100%	261	100%	261	100%
Part-Time	0	0%	0	0%	0	0%	0	0%	0	0%
Level										
Undergraduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	261	100%	258	100%	260	100%	261	100%	261	100%
Ethnicity										
White	245	94%	238	92%	241	93%	241	92%	242	93%
Black	8	3%	9	3%	9	3%	8	3%	6	2%
Other (includes international)	8	3%	11	4%	10	4%	12	5%	13	5%
Age (excludes "age unknown")										
Under 25	71	27%	70	27%	77	30%	68	26%	70	27%
25-29	85	33%	101	39%	105	40%	123	47%	124	48%
30-39	80	31%	61	24%	54	21%	49	19%	51	20%
40+	25	10%	26	10%	24	9%	21	8%	16	6%
Average Age	30		29		29		28		28	

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	NA	First Professional	1
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of All Students

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mercer	West Virginia	None	Greenbrier	West Virginia	None
Greenbrier	Georgia		Mercer	Georgia	
Kanawha			Cabell	Tennessee	
Cabell			Kanawha		
Raleigh			Ohio		

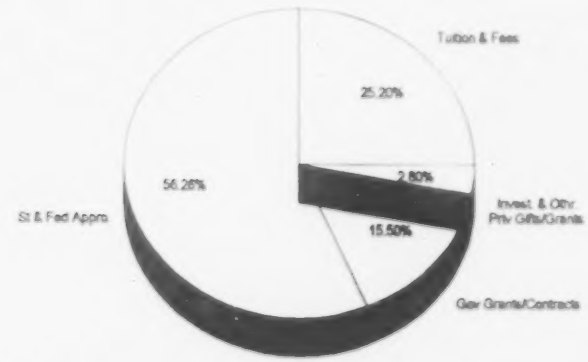
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	NA	NA	NA	NA	NA
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	61	60	63	63	60
Doctoral	NA	NA	NA	NA	NA

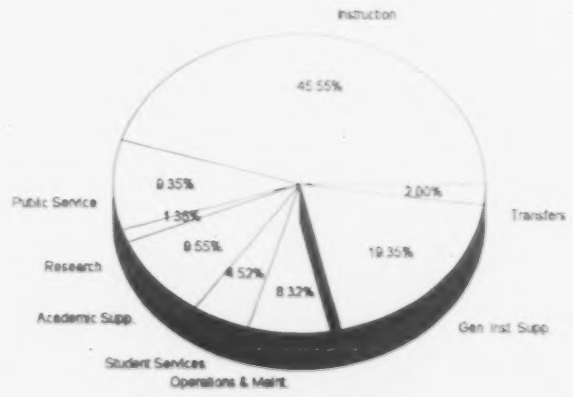
Regular First Professional Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$3,700	$4,200	$4,650	$5,025	$5,375
Non-Resident	$8,577	$10,327	$12,502	$12,950	$13,700

Educational and General Revenue, FY 1996-97
Total $10,641,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $10,792,000



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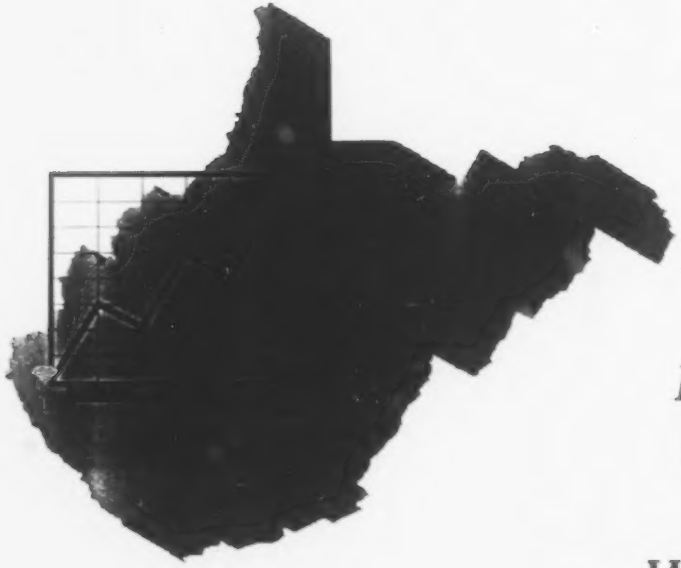
State College System



Bluefield State College
Concord College
Fairmont State College
Glenville State College
Shepherd College
West Liberty State College
West Virginia State College
Southern WV Community and Technical College
WV Northern Community College

STATE COLLEGE SYSTEM OF WEST VIRGINIA
STRATEGIC PLAN

INTRODUCTION

The State College System Strategic Plan contains a proposed set of directives and initiatives that are designed to achieve the goals and objectives mandated by the Legislature in Section 18B-1-1a. Campus plans also contain initiatives which are consistent with the eight principles and the legislation. The Board of Directors' system plan begins with the purpose statement followed by the eight principles. For each principle, there are suggestions for achieving the intent of the principle.

PURPOSE OF HIGHER EDUCATION

The purpose of West Virginia's system of public higher education is to serve as the driving force that propels and sustains individual, community, and economic development as well as good citizenship in West Virginia through education, training, research, service, and leadership.

PRINCIPLE I. PREPARING FOR LIFE'S WORK

It is essential that higher education prepare people for a successful lifetime of work and contribution which includes participating in a democratic society and a global economy as involved and informed citizens.

Graduate Assessment:

Beginning with the 1996 graduating class, conduct a survey following graduation to assess the graduates' (1) satisfaction with their educational experiences and preparation for employment and (2) success in finding employment related to the area of preparation or admission to graduate school or other professional program.

Assessment of Learning Competencies:

By May 1, 1997, the State College System will define a system for assessing students before graduation to determine the level of competency in essential areas identified in statute as reading, oral and written communications, mathematics, critical thinking, science and technology, research and human relations. The intent is to measure the skills of graduates as a means of assessing the quality of the academic programs. The assessments are to be used for the 1997-98 academic year and will be given to both associate and baccalaureate level students.

Citizenship:

Each state college will have implemented a citizenship component to the curriculum. There are two key components, (1) stressing the responsibilities and privileges of citizens in our democratic society and (2) student service.

Consortia:
By July 1, 1996, the community and technical colleges will have established regional consortia to address community and technical college education and workforce development needs of each institution's service region.

PRINCIPLE II. !NCREASING EDUCATIONAL OPPORTUNITIES AND STANDARDS

Increase access to and participation in higher education without diminishing standards and assist K-12 education in getting students ready for higher education.

ACT/SAT Test Score Improvement:

By March 1, 1996, institutions should identify a minimum of two counties to cooperatively plan and improve American College Test (ACT) and/or Scholastic Assessment Test (SAT) scores for college bound students. The Central Office will provide to each institution the following: (1) ACT or SAT scores, (2) additional demographic information, and (3) information on success in college for the graduates of each county. The benchmark will be for students in the county to meet or exceed the national average score for each of the sub-tests within the ACT or SAT.

Pre-College Planning and Counseling:

Each institution will work with the cooperating counties on a plan to increase the percentage of students attending postsecondary education directly from high school. The initial benchmark will be the average college-going rate from high school to college in states affiliated with the Southern Regional Education Board.

Non-Traditional Students:

Because of the low college-going rate directly from high school, there is a substantial population of persons 25 years of age or older who have not experienced college level educational opportunities. The institutions, with assistance from the Central Office, will work out a system of identifying and tracking their students over 25 years of age to measure their college attendance and persistence rates as well as to determine employment patterns.

College Courses for High School Students:

The state colleges, together with the cooperating counties, will make a concerted effort to increase and make accessible more college courses for qualified high-school students. High-school students may qualify for academic credit through courses offered by the college or through successful completion of advanced placement examinations. The institutions and the high schools will do follow-up studies to assess the success rates of these students in college. For high-school students who enroll in college courses, the college will measure entry to success ratios.

Common Admissions Form:

Beginning with the fall of 1996 class, all public institutions in West Virginia will accept a common application form for admissions.

Retention Rates:

All state colleges will implement programs to retain qualified students and report graduation rates annually to the Board of Directors.

PRINCIPLE III. PARTNERING FOR QUALITY AND EFFICIENCY

Achieve through the strategic planning and implementation process the formation of partnerships and the merging of programs, administrative services, and/or institutions where they will result in higher quality and greater efficiency.

Efficiency and Productivity:

Each of the state colleges will attain at least ten percent more production in comparison with peer institutions in the SREB region as measured by the ratio of student credit hours taught to the number of full-time equivalent faculty.

Degree Credit Hour Requirement:

By September 1, 1996, the Chancellor will report on the credit hour requirement for degree completion for each associate and/or baccalaureate program of study and the availability of courses to students. The intent will be to determine the actual number of credit hours taken by students who graduate in those programs and any other factor which may limit students' ability to complete degrees in a timely fashion. Consideration may be given to the establishment of a limitation on credit hour requirements for an academic program.

PRINCIPLE IV. MEASURING BY RESULTS

Establish a system of performance measures and rewards based on outcomes rather than inputs by which the quality and efficiency of higher education in the state can be measured and opportunities for improvement can be identified to achieve the aims of the statutory mandates.

Eight Principles Update

Beginning with the November 1, 1996 submission of campus strategic plan updates the institutions will use the eight principles as part of the format. For each principle and/or category the college will have defined a set of quantitative performance measures and, where possible, benchmarks for evaluating results.

Resource Allocation Model Review:

The Board of Directors, with the Board of Trustees, will study and review the current Resource Allocation Model in relation to the intent of S.B. 547. The Central Office will work with both systems to develop a set of guiding principles and update the Resource Allocation Model, if necessary, and the Board of Directors will report to the Legislative Oversight Commission on Educational Accountability (LOCEA) by December 1, 1996.

The Report Card:

The 1996 Report Card will include aggregate financial and other key indicators of system and institutional performance. Where appropriate and available, these indicators will be incorporated into the quarterly reports beginning with the first quarter of 1996-97.

PRINCIPLE V. TRANSFORMING EDUCATION THROUGH TECHNOLOGY

Become a national leader in using technology to enhance access to learning and to improve the quality and cost-effectiveness of education.

Students and Computers:

Each state college will report in the November 1, 1996 annual update of its strategic plan the methods by which students will have access to computers and the means to connect personal computers to the campus-based system.

Technology-Based Courses:

The Board of Directors will be in a position to adopt a policy with the Board of Trustees for a cooperative program of development of technology-based courses.

Instructional Technology and Networking:

By November 1, 1996, each institution will submit a plan for the development of an instructional technology network. The plan will include: (1) description of the network connecting buildings, residence halls, libraries, student areas, etc.; (2) appropriate wiring configurations and network capacity; (3) funding plan and time-line for implementation; and (4) network linkages to off-campus centers.

Faculty Development in Instructional Technology

By November 1, 1996, each campus' updated plan will provide guidelines for a program of faculty development and the faculty reward system that will encourage faculty to acquire skills in application of technology in the teaching-learning process.

PRINCIPLE VI. REWARDING STRATEGIC CHANGE

Reward institutions that implement innovative strategic changes as envisioned in statute including relieving them of burdensome regulatory requirements thus enabling better use of both human and physical resources.

Innovation and Change

The State College System will develop guidelines by December 1, 1996 for the allocation of special priority funds to institutions which have implemented innovative strategic changes as envisioned in S.B. 547.

Regulatory Relief

The state colleges will be requested to submit suggestions for streamlining administrative processes with a goal of eliminating unnecessary and duplicative paperwork.

By October 1, 1995, the Board of Directors will submit a plan to LOCEA for a Pilot Flexibility Initiative whereby no more than two state colleges may be exempted from certain rules and regulations for a period of time to assess the effectiveness and perhaps expanding the concept to other institutions.

PRINCIPLE VII. SUPPORTING FACULTY AND STAFF TO DRIVE STRATEGIC CHANGE

Recruit, reward, and retain high-quality faculty, staff, and administrators and implement a system of assessing their performance.

Salary Goals for Faculty, Non-Classified Employees and Classified Employees

By January 1, 1996, each institution will have a plan that includes increments by year, to achieve the legislative mandated salary averages by the year 2001 for faculty, non-classified employees, and classified employees. The benchmark is to meet the salary averages required by statute by 2001 and to meet the annual goals set by the institutions for each of the five years.

Faculty Development

Institutions will develop plans for furthering faculty development opportunities. Technology-based instruction, as well as other innovative teaching methods, will be emphasized.

Evaluation of Presidents and the Chancellor

Future evaluation cycles should provide for the measurement of meeting the mandates of S.B. 547. The Chancellor will present to the Board a revision of the current evaluation process which is tied to attainment of the legislative and Board goals in S.B. 547 and link it to salary enhancement.

PRINCIPLE VIII. SEEKING ADDITIONAL RESOURCES THROUGH PARTNERSHIPS

Enhance resources through strategic fund-raising and creative partnerships with government, the private sector, and community.

Expansion of Resources Beyond State Appropriations:

Institutions will augment state dollars by entering into creative and entrepreneurial relationships with government agencies, communities, and those in the private sector. Each institution will report in its updated strategic plan the outcomes of these activities. Also system-wide initiatives with commercial enterprises should be explored.

Workforce Development and Training:

Institutions and, in particular, the community and technical colleges, will respond to the need for changing educational and workforce training and retraining. A report of this activity should be included in the annual updated plan.

Economic Development:

Community and technical college education will become a stronger instrument of economic development. This will be accomplished through such activities as contact and involvement with regional economic development agencies, local agencies, district consortia, and local communities.

Community and technical colleges will develop a system whereby customized training programs can be delivered to business, industry, labor and/or government in a timely fashion.

Each of the community and technical colleges will participate in the certification process for the delivery of training modules through the Governor's Guaranteed Workforce Program.

Bluefield State College

Bluefield State College

Strategic Goals

- To offer quality educational programs to prepare students for a lifelong education, successful careers, and contemporary life and to implement a comprehensive assessment program to evaluate the outcomes of the teaching/learning process.
- To continue to provide and develop both traditional and innovative means of meeting the educational needs of various service area constituencies.
- To recruit, retain, and graduate students who have developed intellectually, personally, ethically, and culturally.
- To extend the use of technology and information resources in order to provide quality service and support to the total educational program.
- To implement the campus master plan for facilities and to optimize the current use of campus facilities and equipment.
- To increase and strengthen the scope of support services to meet the needs of a growing traditional and non-traditional student population.
- To strengthen overall institutional effectiveness through an improved and more diverse financial resource base.
- To promote campus life and improve communications among all college personnel and students.
- To lead in the expansion of volunteerism and working partnerships with constituent groups that will enhance community, cultural, and economic development.

Academic Programs

- One certificate program; 17 AS degrees; 12 BS degrees; two BA degrees; and an RBA degree.
- Selected AS programs have internships with the goal being that all AS programs have internships.
- Tech Prep programs in the areas of technology, health, and business in the seven-county service district.
- Distant learning opportunities available on the Beckley and Lewisburg campuses. Active advisory boards for all associate's degree programs.

Student Services

- The BSC Enrollment Services Center conducts academic, skills, and aptitude testing on a continuous basis throughout the year. Tutorial services are also provided through the Enrollment Services Center and Student Support Services.
- Information sessions provided to incoming students during orientation for each academic term.
- A Student Satisfaction Inventory is administered annually and the results are widely disseminated to be analyzed by all affected areas.
- TRIO Programs include Student Support Services, Educational Opportunity Center, and Veterans Upward Bound.
- Single-Parent, Sex-Equity Program.

Technology

- Students, including those in the TRIO programs, have access to over 300 microcomputers (over 235 networked) in 14 student computer labs and three library sites at four of our sites (Bluefield, Beckley, Lewisburg, and Welch).
- Commencingthe second year of a three-year "technology upgrade" plan to replace the infrastructure, three mid-range computers, and all microcomputers on all three campuses. Infrastructure at Lewisburg campus has been replaced in conjunction with relocation of that facility to more adequate quarters.
- Forty technology based courses were offered during 1997-98. Twenty-three Interactive Video Network, three SATNET, 11 ITV, and three asynchronous.
- SATNET and HEITV instructional television courses are offered each semester with an average enrollment of 300 students.

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Student Assessment

- Educational outcomes in identified essential areas are being developed for associate's degree graduates. Objectives relative to these outcomes will be incorporated into each course, both general studies and programmatic, for all associate's degree programs within the next two years. All associate's degree students will be assessed at the completion of the program of study by either an institutional assessment instrument or one identified by the State College System.
- Assessment of programmatic learning competencies is already in place by virtue of licensing/certification following graduation for nursing, radiologic technology, and teacher education. The AS graduates of both the Nursing and Radiologic Technology programs consistently score greater than 90% passage rates on their respective national licensing/certification examinations.
- Program reviews of each academic program as scheduled by the WV State College System.
- Assessment of programs by national accrediting agencies included the National League for Nursing (NLN), National Council for the Accreditation of Teacher Education (NCATE), and the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
- Institutional graduate survey conducted to include Board of Directors graduate assessment information. Specific programmatic areas (nursing, radiologic technology, engineering technology, and teacher education) conduct more detailed surveys from graduates, and the findings are used for program evaluation and program revision. These programmatic surveys specifically address program satisfaction and success following graduation.

Faculty and Staff Development

- Personnel development committee funds $50,000 annually for assistance to faculty and staff for professional development. Faculty and staff are pursuing degrees, from the associate's to the doctorate, and attending workshops/conferences relevant to their areas of responsibility.
- Faculty development workshops utilizing institutional and state grant monies to assist with teaching and utilizing technology in the classroom.
- All faculty and most staff have networked microcomputers and have been provided inservice training sessions in word processing, BANNER, and other appropriate programs.

Community Service

- Five percent of all federal college work-study positions are designated for use in the community and service organizations.
- BSC accounting faculty and students have worked with the City of Bluefield municipal officials to review the city budget.
- BSC students and accounting faculty are entering the ninth year of providing Volunteer Income Tax Assistance (VITA) for area residents.
- Have designated a faculty member to work with service learning to develop a formal program of community service to be integrated in the general studies curriculum.
- Established a Creative Retirement Center which offers retirement-age individuals a wide variety of learning experiences and opportunities using the many diverse resources and expertise within the community and the college.
- Nursing students work with Mercer Health Right which is a free clinic for uninsured individuals.
- Travel and Adventure series offered annually consisting of four or five sessions each year.
- Education and nursing students work on volunteer projects in area elementary schools.

Bluefield State College

Bluefield State College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,601	2,604	2,486	2,602	2,496
Full-Time Equivalent (FTE)	1,860	1,883	1,898	1,952	1,892
First-Time Freshmen	456	438	503	533	453
Full-Time Undergraduate Transfers In	147	130	139	120	161

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,601**	**100%**	**2,604**	**100%**	**2,486**	**100%**	**2,602**	**100%**	**2,496**	**100%**
Gender										
Male	1,106	43%	1,073	41%	1,035	42%	1,118	43%	1,068	43%
Female	1,495	57%	1,531	59%	1,451	58%	1,484	57%	1,428	57%
Residence										
WV Resident	2,400	92%	2,423	93%	2,300	93%	2,391	92%	2,306	92%
Non-Resident	201	8%	181	7%	186	7%	211	8%	190	8%
Attendance Status										
Full-Time	1,463	56%	1,458	56%	1,543	62%	1,597	61%	1,607	64%
Part-Time	1,138	44%	1,146	44%	943	38%	1,005	39%	889	36%
Level										
Undergraduate	2,601	100%	2,604	100%	2,486	100%	2,602	100%	2,496	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,354	91%	2,357	91%	2,257	91%	2,361	91%	2,252	90%
Black	208	8%	201	8%	167	7%	156	6%	173	7%
Other (includes international)	39	1%	46	2%	62	2%	85	3%	71	3%
Age (excludes "age unknown")										
Under 25	1,565	60%	1,572	60%	1,564	63%	1,686	65%	1,615	65%
25-29	278	11%	298	11%	305	12%	342	13%	335	13%
30-39	453	17%	418	16%	371	15%	328	13%	327	13%
40+	305	12%	315	12%	244	10%	245	9%	219	9%
Average Age	26		26		26		25		25	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 127 (35.7%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	2	Post-Master's	NA
Associate's	20	First Professional	NA
Bachelor's	15	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mercer	West Virginia	52 students from Kuwait; 8 from Saudi Arabia; and an additional 7 students from 6 nations	Mercer	West Virginia	30 students from Kuwait; 11 from Saudi Arabia; and an additional 4 students from 3 nations
Greenbrier	Virginia		Greenbrier	Virginia	
McDowell			McDowell		
Monroe			Raleigh		
Raleigh			Monroe		

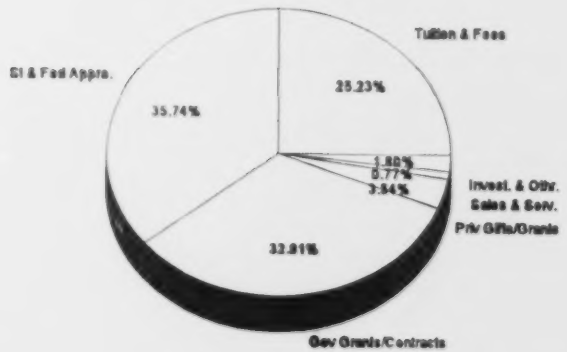
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	270	205	216	221	173
Bachelor's	301	268	226	215	224
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

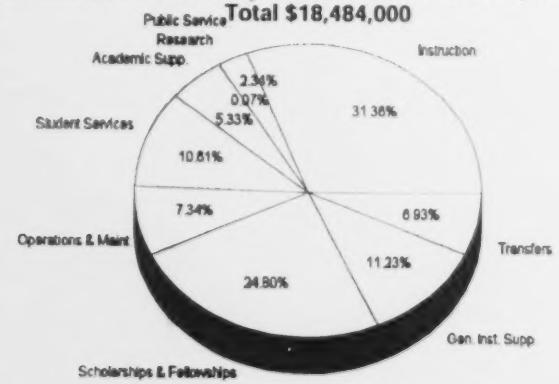
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$916	$928	$958	$988	$1,022
Non-Resident	$2,101	$2,249	$2,288	$2,318	$2,484

Educational and General Revenue, FY 1996-97
Total $18,042,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $18,484,000



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Concord College

Strategic Goals

- Each of the six functional areas of the College committed to specific measurable goals and objectives which must directly relate to the overall institutional goals listed below.
- Develop the "Characteristics of the Educated Person" which is the goal of the College's Program of General Studies and therefore assures that graduates of the institution are genuinely educated persons.
- Provide high quality programs.
- Achieve and sustain an enrollment of 2,400 full-time-equivalent students.
- Achieve financial stability.
- Create a learning community that involves all faculty and staff.
- Provide selected services to the community.
- Incorporate technology into the college curriculum.

Academic Programs

- Successfully completed North Central Association review for continuation of accreditation, with next comprehensive evaluation scheduled for 2007-08.
- Received official notification of continuing accreditation of teacher education by the National Council for Accreditation of Teacher Education (NCATE) through 2001.
- Continuing exploration of focused graduate program with initial discussion about a two-year interdisciplinary program.
- Revised General Studies Program to include Personal Wellness course as an alternative to traditional activity classes.
- An additional faculty member was hired to coordinate the Honors Program which continues to attract qualified, motivated students.
- Dual Enrollment opportunities expanded to nine more high schools in the Concord service region.
- Partnering efforts with Bluefield State College were continued, enhancing and expanding general education opportunities for students in Raleigh County.
- Presidential and Dean's Scholars continue to thrive with third cohort completing their initial year and the fourth "class" recruited for Fall 1998 admission.

Student Services

- A new pay-by-mail option reduced the need for all students to stand in line during registration. Computer/telephone registration is being actively explored.
- Residence halls hosted quality, academically-based programs which on occasion included leadership by College faculty and staff. Students comprising the Wooddell Hall Council were incorporated into efforts to retain a higher percentage of students in their residence hall. The Residence Life staff attempted to establish programs to increase positive behavior in relation to facility conditions in South Tower.
- Exterior renovation of high-rise residence halls was completed. Consulting architectural agreements are being finalized to create, with student input, new environments within the halls.
- Career Planning and Placement conducted four workshops, administered a graduate followup survey for planning purposes, and helped organize Alumni Career Networking Day. The office provided career resources, testing services, Teacher Recruitment Days, and access to regional Career Fairs. Work is continuing to involve alumni in career advising and new graduate relocation assistance.

Technology

- Library and LAN users may now use INFOTRAC SEARCHBANK database providing access to almost 3,000 periodicals, reports, book excerpts, etc., seven days a week, 24 hours a day.
- WILSONWEB access to OMNIFILE provides all Internet connections throughout West Virginia to use 800 full-text periodicals on-line.
- Eighteen state-of-the-art PCs were added to upgrade the Armbrister Computer Lab for business courses.
- General-use computer laboratory was upgraded with 24 new PCs.
- Ten PCs, a server, and new furniture were added to Mathematics/Computer Science laboratories.

- Geographic Information Systems laboratory was expanded with ten computer workstations.
- The College developed preliminary plans for a Distance Education project as funded by a grant from Education and the Arts
- Process was completed for a consultant to design and supervise construction of campus WAN.

Student Assessment

- "Value-added" assessment using Collegiate Assessment of Academic Proficiency continued.
- Refined assessment plan for each academic major, concentration, and teacher education certification area.
- Completed plans for assessment of Essential Skills (written communication, mathematics, and critical thinking) through 1998-99.
- Compiled student assessment information from last five years to complete cycle of improvement.

Faculty and Staff Development

- Plans were completed to orient an unusually large number of new faculty to higher education and Concord in the Fall of 1998.
- Thirty faculty shared $15,000 of Foundation funds, supporting a wide variety of development activities.
- Special learning opportunities were supported by the Foundation to assist ten faculty in pursuing terminal degrees, developing new courses, exploring program accreditation, etc.
- Two continuing faculty completed their doctoral programs with three others earning additional hours toward a terminal degree.
- Three faculty used sabbatical leaves to enhance their classes.
- Over 85% of Concord faculty were involved in over 450 development projects/activities during the 1997-98 year.
- Professionalism in the Workplace, a classified staff development series, was attended to capacity in every session. Topics included basic and advanced word processing, spreadsheet applications, data base management, telephone etiquette, business communications, and conflict management.
- Thirty classified staff employees were assisted, using $3,000 from the Classified Staff Development Fund, in attending a variety of educational activities, including landscaping courses, motivational and technology seminars, and college classes connected with employees' job duties.
- Training was conducted for supervisors of faculty and classified staff on hiring practices, affirmative action, ADA compliance, and equal opportunity issues.
- Training sessions were conducted on performance evaluations of classified staff for supervisors.
- A staff development portion was added to the annual clerical appreciation activities involving improvement of business etiquette skills.

Community Service

- Bonner Scholars assisted local and regional non-profit and community-based agencies and efforts such as homeless shelters, American Red Cross, Salvation Army, Girl and Boy Scouts, the Union Mission, Southern Highlands Mental Health Center, Appalachian Research and Defense Fund, local schools, and a regional initiative to stamp out child abuse and neglect ("WE CAN"). The 80 students participated in 40,000 hours of service learning during 1997-98.
- Students at Athens Elementary were assisted in an after-school program and good citizenship program (KIDS) operated by Bonner Scholars and funded by a grant through the WV Department of Education. The Bonner Foundation and Youth Policy Institute awarded Concord a Learn & Serve Program Grant to launch a community research center and courses on campus, through the Corporation for National Service. A proposal is pending which would expand the Bonner Scholars model for service learning to Bluefield State College and Southwest Virginia Community College.
- On- and off-campus constituencies continue to be served by the campus day care center, the Summers County Head Start program, a multi-county Upward Bound program, a Public Social Services arrangement for Social Work majors, and Travel Industry Management students assisting at Tourist Information Centers on and near the West Virginia Turnpike.
- The Center for Economic Action counsels businesses and individuals with their entrepreneurial and economic development needs. The Center also coordinates Elderhostels for older adults and organizes local efforts of REAL (Rural Entrepreneurship through Action Learning).
- The College provides headquarters for West Virginia Geographic Alliance and its far-reaching efforts to improve geographic literacy for the state's public school teachers and students in cooperation with the WV Department of Education and the National Geographic Society.
- The campus hosted the 1998 Junior Civitan International Convention.

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Concord College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,801	2,623	2,631	2,400	2,780
Full-Time Equivalent (FTE)	2,297	2,152	2,105	2,076	2,451
First-Time Freshmen	522	539	542	608	729
Full-Time Undergraduate Transfers In	154	160	145	155	169

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,801**	**100%**	**2,623**	**100%**	**2,631**	**100%**	**2,400**	**100%**	**2,780**	**100%**
Gender										
Male	1,089	39%	1,088	41%	1,070	41%	1,022	43%	1,189	43%
Female	1,712	61%	1,535	59%	1,561	59%	1,378	57%	1,591	57%
Residence										
WV Resident	2,493	89%	2,322	89%	2,310	88%	2,020	84%	2,334	84%
Non-Resident	308	11%	301	11%	321	12%	380	16%	446	16%
Attendance Status										
Full-Time	2,028	72%	1,940	74%	1,847	70%	1,918	80%	2,231	80%
Part-Time	773	28%	683	26%	784	30%	482	20%	549	20%
Level										
Undergraduate	2,801	100%	2,623	100%	2,631	100%	2,400	100%	2,780	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,590	92%	2,414	92%	2,416	92%	2,212	92%	2,563	92%
Black	101	4%	110	4%	111	4%	108	5%	126	5%
Other (includes international)	110	4%	99	4%	104	4%	80	3%	91	3%
Age (excludes "age unknown")										
Under 25	2,246	80%	2,162	82%	2,122	81%	1,859	77%	2,285	82%
25-29	183	7%	158	6%	187	7%	189	8%	207	7%
30-39	244	9%	199	8%	189	7%	186	8%	166	6%
40+	128	5%	104	4%	133	5%	166	7%	122	4%
Average Age	23		22		22		23		22	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 239 (48.8%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	22	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Mercer	West Virginia	12 students from Japan; 10 from Bulgaria; and an additional 47 students from 17 nations.	Raleigh	West Virginia	19 students from Japan; 10 each from Bulgaria and Canada; and an additional 59 students from 24 nations
Raleigh	Virginia		Mercer	Virginia	
Fayette	Florida		Fayette	Florida	
Summers	Ohio		Summers	Maryland	
Wyoming	North Carolina		Wyoming	Ohio	

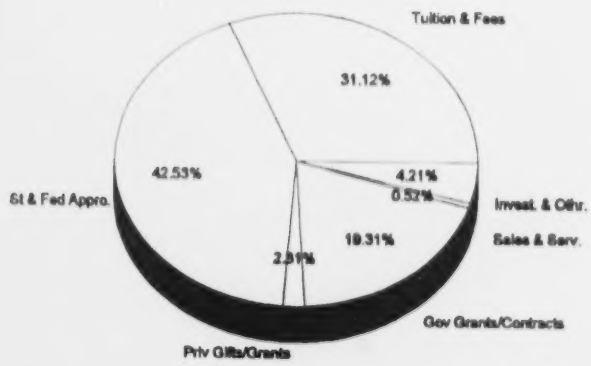
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	2	2	3	6	1
Bachelor's	402	395	335	333	265
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

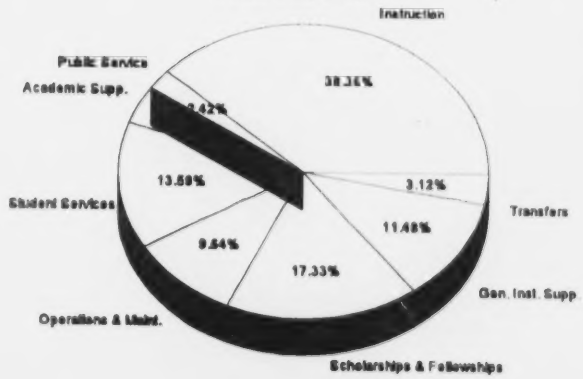
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$968	$1,026	$1,075	$1,109	$1,155
Non-Resident	$2,053	$2,213	$2,325	$2,399	$2,500

Educational and General Revenue, FY 1996-97
Total $17,338,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $16,886,000



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Fairmont State College

Strategic Goals

- To promote the cultural, intellectual, and economic development of north central West Virginia.
- To educate students to be inquisitive, articulate, responsible, and adaptable to a rapidly changing world.
- To provide technical assistance to business, industry, and government agencies.
- To provide a wholesome and stimulating campus environment that is conducive to student growth and development.
- To provide a development program for faculty and staff to ensure that they remain abreast of their disciplines and fields.
- To enrich the cultural life of the college and local community through activities and performances.
- To promote diversity and inclusiveness for all who work and study at Fairmont State College.

Academic Programs

- FSC offers bachelor's and associate's degrees and certificates in the arts and sciences, business administration, and engineering technology.
- FSC offers specialized career-oriented programs, such as nursing and criminal justice, as well as programs that prepare students for employment in agencies like the Federal Bureau of Investigation (FBI) and industries like aviation.
- FSC offers a unique course on Race, Class, and Gender which addresses a historical perspective in these areas and explores the values and interrelationships of race, class, gender, and ethnicity.
- FSC has a Weekend College which offers a Bachelor's degree completion program (Business Administration) two associate's degree programs (Information Processing and Business Administration) and a certificate program (Office Specialist) in an accelerated time frame.
- FSC offers special training for economically disadvantaged adults.
- FSC offers the only Aviation Maintenance and Avionics programs in the state. The programs are located in the Robert C. Byrd National Aerospace Education Center at the Benedum Airport.
- FSC offers the only Sign Language Interpreter degree program in the state.
- FSC offers a successful English as a Second Language Program.
- FSC sponsors the Teacher Education Minority Mentoring Program which is designed to produce minority teachers for the public schools.
- FSC has developed an Internship and Practical Experiences Directory to facilitate and expand student participation in practical application work experiences.
- FSC is participating in four of the six Council of State College Presidents Consortia established in spring 1995: Citizenship, Ethics, and Community Service; Distance Learning; Economic Development and Global Economy; and Science and Technology.
- FSC is accredited by the North Central Association of Colleges and Schools. Other accreditations include:
  National Council for Accreditations of Teacher Education (NCATE-Teacher Education)
  Accreditation Board for Engineering and Technology (ABET-Specialized) - Held in seven Engineering Technology programs: A.S. & B.S.E.T. in Civil; A.S. & B.S.E.T. in Electronics; A.S. & B.S.E.T. in Mechanical; and A.A.S. in Drafting Design
  National League for Nursing (NLN) and the West Virginia Board of Examiners for Registered Nurses - A.S. in Nursing
  National Accreditation Agency for Clinical Laboratory Sciences (NAACLS) - A.A.S. in Medical Laboratory Technology
  Commission on Accreditation of Allied Health Education Programs - A.A.S. in Health Information Technology
  Veterinary Medical Association (V.M.A.) - A.A.S. in Veterinary Technology
  Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association - A.A.S. in Physical Therapy Assistant

Student Services

- FSC has an Office of Multicultural Affairs which sponsors with the International Education Committee multiple programs that bring a multicultural awareness, enrichment, and perspective to the campus.
- FSC has 79 recognized student organizations, including Student Government, that offer and sponsor a varied series of educational, cultural, and social events throughout the year.

- FSC has developed and initiated a comprehensive Community Service Learning program.
- FSC has implemented an on-campus Child Care Center for children of students, faculty, and staff.

Technology

- FSC has well over 1,000 personal computers and more than 20 computer labs for faculty and student use.
- FSC has installed a fiber optic network to link classrooms, residence halls, and offices on campus.
- FSC has an excellent homepage on the World Wide Web that provides information about the institution. The homepage address is: http //www Fairmont wvnet edu.
- FSC has opened an on-campus vendor-run computer store to provide convenient access to computer hardware and software, and services for students, faculty and staff.
- FSC has added new technology support staff and has expanded services college wide.

Student Assessment

- Of the 1996-97 responding graduates, 85.5% found jobs within one year of graduation; 73.9% of these jobs were in the student's field of study, and 26.1% were out of field. Of the responding graduates, 20.5% went on immediately to graduate school or additional higher education.
- All baccalaureate degree students must complete a minimum of 128 semester hours with a 2.00 GPA in both the major and minor areas of study for graduation. Students in teacher education must achieve a 2.50 GPA in all courses attempted including each teaching specialization. Associate's degree students must complete a minimum of 64 semester hours with a 2.00 GPA. Students must complete a general studies curriculum of 50 hours for B.S. degrees, 56 hours for the B.A. degree, and 15-17 hours for associate's degrees.

Faculty and Staff Development

- FSC maintains a strong faculty sabbatical program and offers up to six sabbaticals on a competitive basis each semester to qualified faculty.
- FSC, with the financial support of the Fairmont State College Foundation, provides mini-grants to faculty for special projects of up to $2,000 each. In addition, the college offers each year a grant of $4,500 to a faculty member who is named a Fairmont State College Fellow.
- FSC provides ongoing workshops and teleconferences throughout the academic year to assist faculty in keeping current with new classroom technologies.
- FSC provides travel funds for faculty to attend major conferences and workshops and provides additional funds for faculty who are selected to present refereed papers.
- FSC has developed a comprehensive wellness program for all faculty and staff.
- FSC encourages participation in activities focusing on Cultural Diversity awareness, sensitivity and enrichment.
- The Office of Human Resources has sponsored a series of staff development programs to assist staff in their educational and career development.

Community Service

- The fraternities and sororities, Circle K, Alpha Phi Omega, ROTC, and other student organizations conducted over 124 documented service projects annually for the local community.
- Students, faculty, and staff are highly active on numerous city, county, church, and community committees or boards, and also volunteer their services to various agencies.
- FSC has developed a Community Service Learning Program that integrates student-based community service with faculty-directed critical reflection activities in the classroom.
- FSC coordinates a Lifelong Learners Program for area senior citizens.

Fairmont State College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	6,344	6,355	6,547	6,555	6,619
Full-Time Equivalent (FTE)	5,123	5,107	5,133	5,140	5,250
First-Time Freshmen	1,166	1,172	1,281	1,211	1,251
Full-Time Undergraduate Transfers In	210	246	210	219	264

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**6,344**	**100%**	**6,355**	**100%**	**6,547**	**100%**	**6,555**	**100%**	**6,619**	**100%**
Gender										
Male	2,884	45%	2,861	45%	2,936	45%	2,929	45%	2,950	45%
Female	3,460	55%	3,494	55%	3,611	55%	3,626	55%	3,669	55%
Residence										
WV Resident	5,929	93%	5,967	94%	6,118	93%	6,141	94%	6,234	94%
Non-Resident	415	7%	388	6%	429	7%	414	6%	385	6%
Attendance Status										
Full-Time	4,401	69%	4,315	68%	4,344	66%	4,367	67%	4,468	68%
Part-Time	1,943	31%	2,040	32%	2,203	34%	2,188	33%	2,151	32%
Level										
Undergraduate	6,344	100%	6,355	100%	6,547	100%	6,555	100%	6,619	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	6,098	96%	6,094	96%	6,294	96%	6,232	95%	6,330	96%
Black	141	2%	134	2%	134	2%	189	3%	146	2%
Other (includes international)	105	2%	127	2%	119	2%	134	2%	143	2%
Age (excludes "age unknown")										
Under 25	4,281	68%	4,369	69%	4,585	70%	4,609	70%	4,731	72%
25-29	657	10%	650	10%	676	10%	689	11%	653	10%
30-39	833	13%	789	12%	746	11%	702	11%	650	10%
40+	569	9%	540	9%	532	8%	548	8%	575	9%
Average Age	25		25		25		24		24	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 455 (44.6%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	2	Post-Master's	NA
Associate's	26	First Professional	NA
Bachelor's	32	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Marion	West Virginia	39 students from Japan; 3 students from South Korea; and an additional 18 students from 15 nations.	Marion	West Virginia	46 students from Japan; 5 from Nepal; and an additional 17 students from 13 nations.
Harrison	Pennsylvania		Harrison	Pennsylvania	
Monongalia	Ohio/Virginia		Monongalia	Ohio	
Preston	Maryland		Randolph	Virginia	
Randolph	New Jersey		Preston	Maryland	

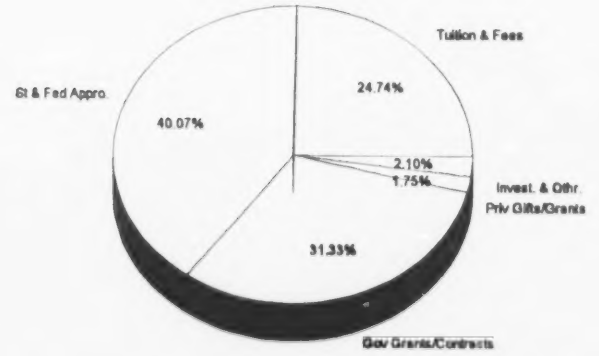
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	255	234	220	237	299
Bachelor's	614	622	611	611	506
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

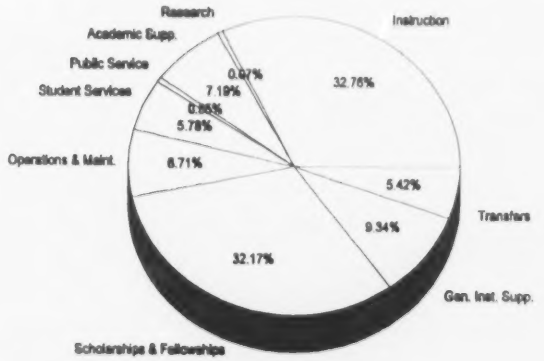
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$900	$900	$929	$959	$1,020
Non-Resident	$2,119	$2,119	$2,164	$2,214	$2,420

Educational and General Revenue, FY 1996-97
Total $41,748,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $40,411,000



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Glenville State College

Strategic Goals

- Provide a more accessible and relevant education to citizens of West Virginia.
- Enrich the quality of the educational experience.
- Improve the quality of student life.
- Provide leadership in economic development within Glenville State College's service region.
- Improve the College's planning and information management systems.
- Generate the revenues necessary to achieve standards of excellence established by Glenville State College.
- Improve student retention and enrollment.
- Improve the quality, motivation, and compensation of Glenville State College staff.

Academic Programs

- Glenville State College offers Bachelor of Arts, Bachelor of Science, Associate in Arts, and Associate in Science degrees.
- The Lewis County Center, located in Weston, provides a full range of extension courses to students in Lewis and surrounding counties. Course work leading to all of the following degrees is offered at the Lewis County Center: Associate's in Arts Degrees in General Studies or Administrative Science; Associate's in Science Degrees in General Studies, Business Technology, Criminal Justice, Environmental Technology, Paralegal Technology, or Occupational Development; and Bachelor of Science Degree in Behavioral Science with a Psychology/Sociology option.
- The Nicholas County Center, located in Summersville, serves students from Nicholas, Braxton, Clay, Fayette, Greenbrier, Raleigh, and Webster counties. The Center offers course work which enables students to complete the requirements for a number of degrees including: Associate in Arts Degrees in General Studies or Administrative Science and Associate in Science Degrees in General Studies, Business Technology, Criminal Justice, Occupational Development, or Paralegal Technology.
- Outstanding high school students may be admitted to the Glenville State College Early Entrance Program. Counties involved in EEP include Gilmer, Braxton, Lewis, Calhoun, Doddridge, Ritchie, Roane, and Upshur.
- Glenville State College is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education, is a member of the American Association of Colleges for Teacher Education and the American Council on Education, and is recognized by the American Association of University Women.
- The State College System Board of Directors approved a new program, Paralegal Technology, in October 1997.

Student Services

- Glenville State College awards approximately 40 tuition waivers to students demonstrating academic excellence and approximately 50 tuition waivers to students demonstrating excellence in areas such as music or athletics each academic year. Seventy scholarships totaling $60,000 were awarded for the 1997-98 academic year.
- The Robert F. Kidd Library houses 122,000 books and 510,000 microfiche. There are 1,790 current periodicals, 86 serial subscriptions, and 44 CD-ROM titles and services. The collections are particularly strong in Education, Business, Literature, Graphic Arts, and Local History. During the fall and spring semesters, the library is open seven days a week to accommodate students.
- Glenville State College sponsors a variety of activities including performances by the Wheeling Symphony, an annual Multicultural Fair, theater productions, art exhibits, and trips to various locations for skiing, whitewater rafting, or attending sporting events such as baseball games and NASCAR races.
- Students may participate in numerous organizations on campus that meet various academic, athletic, professional, religious, and social needs.
- The Careers Office assists students and alumni in arranging for job interviews, career counseling, and provides student credentials to prospective employers. Tutoring services and services to students with disabilities are provided by the Careers Office, as well.

Technology

- On April 7, 1998, a ribbon-cutting ceremony was held to officially open Glenville State College's third state-of-the-art electronic distance learning classroom. It is located at the Days Inn in Flatwoods.
- On June 25, 1998, Glenville State College celebrated the completion of the Nicholas County Center expansion which includes additional classroom space, a bookstore, a science laboratory, and its fourth electronic distance learning classroom.
- Glenville State College installed 87 Pentium II personal computers and four servers in the Teacher Education computer lab and Ernest H. Smith Technology Laboratory for student use. The majority of the computers that were replaced were distributed to the Nicholas County Center, Robert F. Kidd Library, Pickens Hall, and Louis Bennett Hall.
- The BANNER system was upgraded during the summer of 1998.
- Glenville State College continues to update its homepage on the World Wide Web. The homepage address is http //www.glenville.wvnet.edu
- Applications for admission to Glenville State College are on-line.

Student Assessment

- Depending upon the degree program, evaluation of a student's academic achievement may include, but is not limited to, the following assessments: English proficiency, general studies, and pre-professional skills.
- Baccalaureate degrees require that students complete a minimum of 128 hours with a cumulative quality point average of 2.0. Students in teacher education must achieve a cumulative quality point average of 2.5.
- Associate's degrees require that students complete a minimum of 64 hours with a cumulative quality point average of 2.0.
- An exit assessment is required for every student completing a baccalaureate degree program. The extent and nature of the exit assessment is the responsibility of the academic division which offers the program.

Faculty and Staff Development

- Glenville State College earmarks funds annually for the professional development of faculty and classified employees.
- Any classified employee, meeting established eligibility requirements, may apply for a tuition waiver. A committee reviews the applications and awards approximately five waivers each semester.
- Faculty members have participated in a variety of workshops/conferences pertaining to the use of technology including EBSCOHOST, IPSI, Power-Point, distance learning course delivery, and WAVE technology.

Community Service

- Glenville State College continues to establish partnerships with area elementary and secondary schools including a recent alliance with Doddridge County.
- Glenville State College participated in Community Heritage Days held in September 1997. It was an opportunity for community members and young students to experience higher education first-hand. Activities included presentations by academic divisions, technology workshops, and campus tours.
- Cultural activities sponsored by Glenville State College are open to the public including concerts, theater performances, and art exhibits.
- Glenville State College sponsors basketball, football, and volleyball camps for area youth during the summer.
- Glenville State College participates in the Elderhostel program.
- Glenville State College nursing students assisted with Gilmer County's preschool screening program.
- Glenville State College's participation in community-related activities includes American Red Cross Blood Drives, the Adopt-an-Angel program, blood screening clinics, alcohol and drug awareness, and the Adopt-a-Highway program.

Glenville State College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,264	2,266	2,417	2,179	2,288
Full-Time Equivalent (FTE)	1,941	1,941	2,014	1,917	1,927
First-Time Freshmen	665	527	616	525	570
Full-Time Undergraduate Transfers In	104	79	102	100	128

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,264**	**100%**	**2,266**	**100%**	**2,417**	**100%**	**2,179**	**100%**	**2,288**	**100%**
Gender										
Male	987	44%	1,005	44%	1,089	45%	960	44%	975	43%
Female	1,277	56%	1,261	56%	1,328	55%	1,219	56%	1,313	57%
Residence										
WV Resident	2,106	93%	2,122	94%	2,269	94%	2,042	94%	2,156	94%
Non-Resident	158	7%	144	6%	148	6%	137	6%	132	6%
Attendance Status										
Full-Time	1,740	77%	1,750	77%	1,806	75%	1,753	80%	1,753	77%
Part-Time	524	23%	516	23%	611	25%	426	20%	535	23%
Level										
Undergraduate	2,264	100%	2,266	100%	2,417	100%	2,179	100%	2,288	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,161	95%	2,165	96%	2,320	96%	2,071	95%	2,176	95%
Black	48	2%	43	2%	58	2%	67	3%	65	3%
Other (includes international)	55	2%	58	3%	39	2%	41	2%	47	2%
Age (excludes "age unknown")										
Under 25	1,622	72%	1,663	73%	1,744	72%	1,590	73%	1,672	73%
25-29	197	9%	188	8%	205	8%	191	9%	209	9%
30-39	256	11%	238	11%	248	10%	221	10%	224	10%
40+	189	8%	177	8%	220	9%	177	8%	183	8%
Average Age	24		24		24		24		24	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 234 (45.2%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	9	First Professional	NA
Bachelor's	14	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Nicholas	West Virginia	20 students from Japan and an additional 6 students from 4 nations	Nicholas	West Virginia	24 students from Japan and 1 student from Bulgaria
Lewis	Ohio		Lewis	Florida	
Gilmer	Florida		Braxton	Ohio	
Braxton	California/Maryland		Gilmer		
Webster	Virginia		Webster		

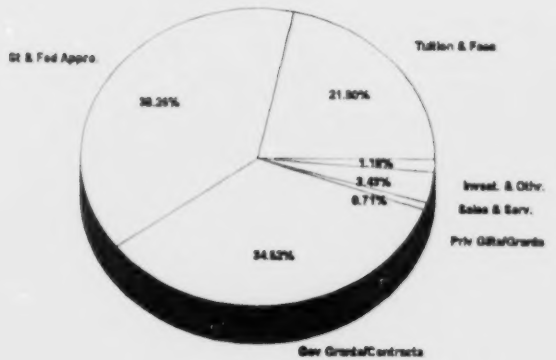
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	87	78	59	99	112
Bachelor's	205	256	287	210	241
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

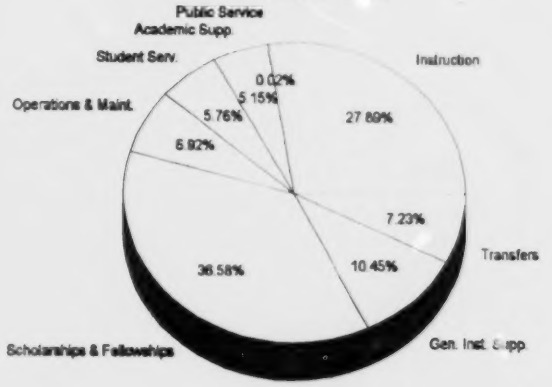
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$865	$891	$900	$930	$978
Non-Resident	$1,972	$2,040	$2,100	$2,169	$2,280

Educational and General Revenue, FY 1996-97
Total $17,949,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $17,356,000



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Shepherd College

Strategic Goals

- To provide students with a comprehensive education which will enable them to enter and succeed in productive careers.
- To encourage student intellectual development.
- To encourage student ethical and personal development.
- To encourage professors to be current and productive in their respective fields and to maintain a high standard of scholarship, professional involvement, and professional responsibilities.
- To encourage the maintenance of a high standard of teaching.
- To emphasize the utilization of information technology in education and career development.
- To encourage the recruitment and retention of a culturally diverse student body, faculty, and staff.
- To encourage continued cooperation and mutual support between the four-year College and the Community and Technical College.
- To encourage participation in the enhancement of the communities, businesses, and governments of the region.
- To utilize the College as a cultural and intellectual center of the region and maintain a strong connection with the resources of the Washington-Baltimore Standard Metropolitan Statistical Area.

Academic Programs

- The Hotel/Motel and Restaurant Management program was suspended because it was underutilized.
- The Occupational Development program with an emphasis in dependent care was suspended because it was underutilized.
- The $9 million Robert C. Byrd Science and Technology Center was opened.
- New funds were granted to the student newspaper for upgrading technology and for linking the paper more closely to the academic program in journalism.
- The teacher education program received accreditation from NCATE. The programs in nursing and social work received continuing accreditation.
- The theme of the annual Global Horizons program was *NativeAmericans: A Varied Tapestry.* Events were held throughout the year in which faculty, students, and members of the community participated.
- A local chapter of the Phi Kappa Phi, distinguished scholastic honorary, was established.
- The GPA levels for graduation with honors were raised.
- The College was profiled in Barron's *Three Hundred Best Buys in College Educatio*and, for 12 consecutive years, has been the only West Virginia college selected for listing in Peterson's *Guide to Competitive Colleges. U.S. News & World Report* listed Shepherd among the best 160 liberal arts colleges in America.

Student Services

- Shepherd was 15th best among four-year colleges for having the lowest debt owed by graduating seniors.
- Cooperated with Shepherdstown and the Jefferson County Public Schools to establish a program to combat underage drinking funded by a $149,600 grant from the U.S. Justice Department's Community Oriented Policing Services (COPS). The College extended the program to combat abusive drinking in its student population in its *Shepherd Underage Drinking Project.*
- The issue of banning use of alcohol in sororities is under serious discussion by the sororities themselves; one sorority has banned it.

Technology

- Touch-tone telephone registration by RAIL (Remote Access Information Line) was fully implemented.
- The College's Technology Oversight Committee allocated $147,000 so that new computers were purchased for departments of Art, Health and Physical Education, Biology and Physical Sciences, Communications, Education, Mathematics & Engineering, Music, and the Library. These computers will be for the use of students, primarily.
- Five faculty are utilizing course web pages in their regular teaching assignments. Other features such as class newsgroups were also used.

- Continued to expand the College's web site by adding portions of the catalog and other information such as a page for the Office of the President
- Converted the Banner student information system to a Year 2000 compliant client/server version.
- Developed and used a web-based student election package for Student Government Association.
- President Dunlop made his annual report to the faculty as a PowerPoint presentation.

Student Assessment

- Assessment plans for degree programs were submitted for implementation in 1998-1999.
- Held a campus orientation on developing assessment plans for department chairs.
- The Board of Directors survey of May 1998 graduates was completed, and responses and demographic data from 266 graduates were submitted electronically.
- A new General Studies Committee of the Faculty Senate has begun work on an assessment plan for the general studies curriculum.
- Planning is underway for assessment of the WV essential skills during 1998-1999. These assessments will be incorporated into the assessment of the general studies curriculum.
- The catalog statement on students' obligations to participate in assessment activities was revised.
- Established a web site with resources on assessment for the faculty to consult.
- Supported costs for interested faculty to attend the annual AAHE Assessment Conference.

Faculty and Staff Development

- Course evaluations were conducted in Fall 1997 by all faculty and results were used for awarding merit pay. In Spring 1998, course evaluations were conducted by all faculty who wished to do them.
- All faculty annual evaluations included assessment of teaching, professional development, and service.
- SC maintains a supportive sabbatical program; three faculty were granted sabbatical leave during 1997-1998. A Rockefeller Foundation grant supported a semester of study for a faculty member in the English department.
- Departments are granted travel funds to support faculty participation in professional conferences and workshops.
- Faculty and staff secured more than $500,000 in grants and contracts in 1997-1998.

Community Service

- The Performing Arts Series at Shepherd College (PASS) plans and produces quality cultural arts performances and lectures that are relevant to and consistent with the goals of higher education for the college and community. There were 10 culturally diverse performances and lectures during 1997-1998. PASS built partnerships with businesses in the community in order to sponsor activities in cooperation with the Jefferson County schools, a local shelter for women and children, and the Veteran's Administration Hospital in Martinsburg, as well as workshops on campus.
- The campus sororities and fraternities are involved in varied community activities such as Big Brothers and Big Sisters and in raising money for families of terminally ill children for medical expenses. This past year sorority members also assisted the president during open houses.
- The annual Junior High Gateway project brought 99 young people from across the state to the Shepherd campus for two weeks' experience and education in college life. Participants were encouraged to consider going to college and to take the high school courses to prepare them for college. A recent survey showed that approximately 80 percent of those participating do subsequently enroll in college.
- Conducted a National Youth Sports Program (NYSP), funded by NCAA, for approximately 150 economically disadvantaged youth from Jefferson and Berkeley counties.

Shepherd College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	3,565	3,648	3,602	3,845	4,025
Full-Time Equivalent (FTE)	2,842	2,809	2,856	2,956	3,149
First-Time Freshmen	603	566	652	666	685
Full-Time Undergraduate Transfers In	234	182	178	212	211

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,565**	**100%**	**3,648**	**100%**	**3,602**	**100%**	**3,845**	**100%**	**4,025**	**100%**
Gender										
Male	1,431	40%	1,395	38%	1,429	40%	1,528	40%	1,614	40%
Female	2,134	60%	2,253	62%	2,173	60%	2,317	60%	2,411	60%
Residence										
WV Resident	2,545	71%	2,644	72%	2,607	72%	2,691	70%	2,699	67%
Non-Resident	1,020	29%	1,044	28%	995	28%	1,154	30%	1,326	33%
Attendance Status										
Full-Time	2,452	69%	2,320	64%	2,386	66%	2,445	64%	2,625	65%
Part-Time	1,113	31%	1,328	36%	1,216	34%	1,400	36%	1,400	35%
Level										
Undergraduate	3,565	100%	3,648	100%	3,602	100%	3,845	100%	4,025	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,369	95%	3,422	94%	3,386	94%	3,582	93%	3,711	92%
Black	117	3%	133	4%	121	3%	127	3%	168	4%
Other (includes international)	79	2%	93	3%	95	3%	136	4%	146	4%
Age (excludes "age unknown")										
Under 25	2,443	69%	2,380	65%	2,404	67%	2,467	64%	2,584	64%
25-29	364	10%	413	11%	387	11%	384	10%	427	11%
30-39	435	12%	432	12%	420	12%	466	12%	505	13%
40+	323	9%	422	12%	391	11%	526	14%	508	13%
Average Age	25		26		25		26		26	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 252 (51.4%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	14	First Professional	NA
Bachelor's	24	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Berkeley	West Virginia	11 students from Russia and an additional 21 students from 13 nations	Berkeley	West Virginia	4 students from the Virgin Islands, 3 from Gambia, and an additional 19 students from 15 nations
Jefferson	Maryland		Jefferson	Maryland	
Grant	Virginia		Grant	Virginia	
Morgan	Pennsylvania		Hardy	Pennsylvania	
Hardy	New York		Morgan	New Jersey	

Degrees Awarded

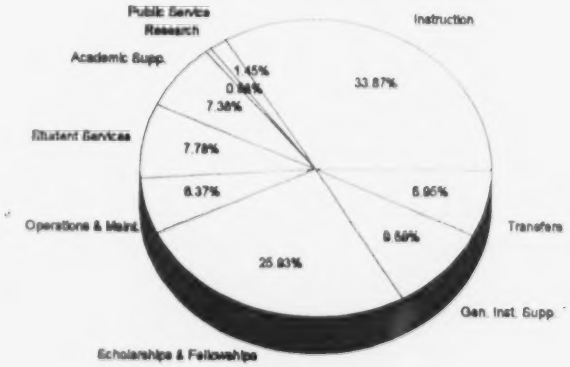
	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	75	67	84	56	62
Bachelor's	427	414	432	481	509
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$1,020	$1,032	$1,032	$1,080	$1,114
Non-Resident	$2,335	$2,347	$2,347	$2,549	$2,674

Educational and General Revenue, FY 1996-97
Total $24,645,000

Educational and General Expenditures and Transfers, FY 1996-97
Total $25,054,000



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West Liberty State College

Strategic Goals

- A follow-up strategic planning retreat was conducted on September 14-16, 1997 to evaluate the progress toward achieving the 12 strategic goals established in 1996. It was determined that the successful achievement of several goals, coupled with an evaluation of current progress, necessitated the creation of a consolidated seven-goal strategy. These goals are listed below:
- Create a student-friendly environment by enhancing the student's well-being.
- Establish a more challenging academic environment.
- Market WLSC as a high quality, affordable institution of higher education.
- Generate, maximize, and wisely utilize sufficient financial resources to fulfill the mission and vision of the College.
- Develop and maintain a campus climate that promotes optimal employee performance, teamwork, continuous improvement, and excellence.
- Have in place the technology and communication infrastructure to support the mission and core values of WLSC.
- Extend WLSC into the community to meet continuously changing needs of our customers.
- The College will begin its efforts early in 1999 to create a new strategic plan for the years 2000-05.

Academic Programs

- A reorganization of the academy has greatly strengthened academic departments, consolidating 17 into ten.
- The College successfully reviewed 20% of its academic programs according to Board policies, and an additional 20% according to its strengthened institutional guidelines stipulated by the institutional strategic plan.
- A new Biotechnology concentration began during the Fall of 1998, expanding the available options for a growing number of Biology students and increasing the academic stature of the department.
- Education and business continue their dominance as the primary programs of student interest. An NCATE accreditation site visit scheduled during the Fall of 1998 will further solidify the strength of the School of Education.
- Nursing, Dental Hygiene, and Clinical Laboratory Science continue to maintain accreditation status with professional accrediting agencies, and despite fluctuating enrollments, provide the Ohio Valley region with outstanding professional educational opportunities in the health fields.
- A new minor in Women's Studies has been lauded by the NCA as an outstanding innovation by WLSC to broaden the cultural diversity focus of the institution.
- A reorganization of the Music, Art, Graphic Design, and Communications Departments into a single department has greatly strengthened the academic and artistic focus of these individual units.

Student Services

- In October of 1997, the College hired a dedicated, professional Dean of Students to enhance student life and support Strategic Goal One.
- A new freshman orientation program, designed to more quickly integrate students to the College and college life, began in the Fall 1998 semester.
- Construction has begun on a new Sports, Academic, and Recreation Complex and is scheduled for completion during the Fall of 1999.
- The College maintains free, individualized tutoring services.
- Resurrected Pan-Hellenic and Greek Council to advise and enhance sorority and fraternity organizations.
- Strengthened the customer service focus of its Campus Safety Department.
- With student input, improved campus lighting.
- Strengthened the role of RAs in residential living leadership.

Technology

- The College is renovating its computer laboratories and replacing outdated terminal systems with state-of-the-art PC systems equipped with the latest software to address the combined needs of multiple academic programs.
- A technology fee introduced in the 1998-99 academic year is expanding the available resources to fund ever-growing technology needs.
- The College added over 40 new PC's to its inventory in 1997-98 and is continuing to circulate used PC's into the hands of faculty and staff.
- Campus-wide fiber optics installation is ahead of schedule and nearly complete.
- A computer help desk, managed by a dedicated computer specialist, has been created.
- Voice mail was introduced to improve customer service and institutional communications.

Student Assessment

- A reconstituted Assessment Committee has been formed and is progressing with the design and implementation of a comprehensive student outcomes assessment program. This effort is spearheaded by appointed faculty members and supported by the Office of Institutional Research and Evaluation.
- Using external consultants, institutional program review provided critical assessment of four academic programs in 1997-98.
- The NCA Self-Study Site Visit occurred in April 1998, providing critical appraisal of the institution's own self analyses and condition.
- Assessment of degree programs by professional accreditation of the following societies: National Council for the Accreditation of Teacher Education (NCATE), National League for Nursing (NLN), the National Association for the Accreditation of Clinical Laboratory Science (NAACLS), American Dental Association (ADA), and the National Association of Schools of Music (NASM).

Faculty and Staff Development

- A series of computer technology and software workshops was conducted on-campus throughout the Spring of 1998 for faculty and staff.
- Faculty/Staff Technology Development Program Initiatives are funded, in part, by the generous support of the WLSC Foundation.
- Tuition/credit waivers are available for faculty/staff.
- An annual faculty evaluation process was implemented in the 1997-98 academic year that provides faculty the opportunity to submit a Professional Activity Report (PAR) detailing teaching, scholarship, service, and professional activities for the year.
- Annual evaluations are provided to all campus employees to assist in professional development.
- A revised employee handbook was distributed in the Spring of 1998. The effort to modernize a handbook that is vital to the daily operations of the College took months of cooperative effort from faculty, staff, and administration.
- Harassment and sexual harassment workshops were held in the Spring of 1998 in the institution's annual and on-going efforts to educate employees.

Community Service

- The Science, Mathematics, and Research Technology Center (SMART) of WLSC received a $1.87 million NSF grant to expand its Math/Science K-12 programming interaction with the school systems in the Ohio Valley Region.
- The Hughes Lecture Series was revived in the Spring of 1998, conducting its resurrected performance at the Capitol Music Hall in Wheeling, WV.
- WLSC is the host of the Regional and State Science Fairs.
- Strong Continuing Education programming in dental hygiene, business, criminal justice, and other professional education for the community.
- Supports the community efforts of the Warwood YMCA and a professional day-care operation.
- Continues to offer dental hygiene care to the community at minimal cost through the practical training of its DH students.
- The Small Business Institute continues to provide professional, free business consultation to local businesses.
- Because of its outstanding contribution to the community, the Lion's Club honored the WLSC Warwood Center as Citizen of the Year.

West Liberty State College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,365	2,381	2,435	2,412	2,397
Full-Time Equivalent (FTE)	2,419	2,400	2,433	2,459	2,450
First-Time Freshmen	477	510	512	468	498
Full-Time Undergraduate Transfers In	197	215	205	216	209

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,365**	**100%**	**2,381**	**100%**	**2,435**	**100%**	**2,412**	**100%**	**2,397**	**100%**
Gender										
Male	1,145	48%	1,112	47%	1,096	45%	1,088	45%	1,085	45%
Female	1,220	52%	1,269	53%	1,339	55%	1,324	55%	1,312	55%
Residence										
WV Resident	1,608	68%	1,620	68%	1,689	69%	1,698	70%	1,743	73%
Non-Resident	757	32%	761	32%	746	31%	714	30%	654	27%
Attendance Status										
Full-Time	2,140	90%	2,129	89%	2,158	89%	2,148	89%	2,150	90%
Part-Time	225	10%	252	11%	277	11%	264	11%	247	10%
Level										
Undergraduate	2,365	100%	2,381	100%	2,435	100%	2,412	100%	2,397	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,274	96%	2,295	96%	2,336	96%	2,312	96%	2,300	96%
Black	53	2%	56	2%	60	2%	63	3%	62	3%
Other (includes international)	38	2%	30	1%	39	2%	37	2%	35	1%
Age (excludes "age unknown")										
Under 25	1,983	84%	1,978	83%	2,008	82%	1,969	82%	1,976	83%
25-29	136	6%	147	6%	160	7%	159	7%	158	7%
30-39	145	6%	146	6%	144	6%	161	7%	162	7%
40+	100	4%	109	5%	122	5%	121	5%	99	4%
Average Age	23		23		23		23		23	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 267 (54.7%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	20	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Ohio	West Virginia	2 students from the United Kingdom and an additional 2 students from 2 nations.	Ohio	West Virginia	2 students from Canada and 1 student each from Puerto Rico and the United Kingdom
Marshall	Ohio		Marshall	Ohio	
Brooke	Pennsylvania		Brooke	Pennsylvania	
Hancock	New Jersey		Hancock	Virginia	
Wetzel	Virginia		Wetzel	Florida	

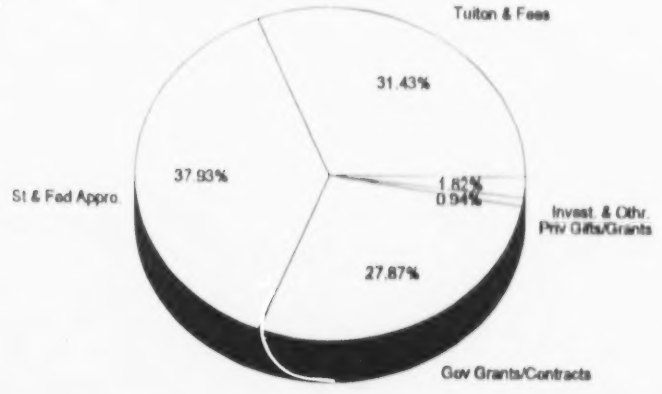
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	30	31	36	35	33
Bachelor's	418	426	405	414	392
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

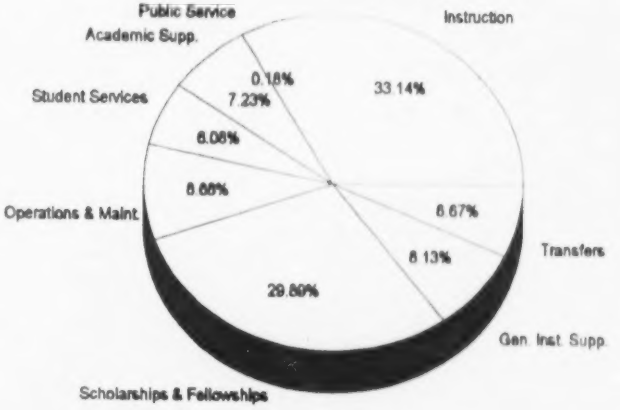
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$900	$950	$980	$1,010	$1,060
Non-Resident	$1,935	$2,235	$2,650	$2,730	$2,780

Educational and General Revenue, FY 1996-97
Total $22,475,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $22,051,000



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West Liberty State College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,365	2,381	2,435	2,412	2,397
Full-Time Equivalent (FTE)	2,419	2,400	2,433	2,459	2,450
First-Time Freshmen	477	510	512	468	498
Full-Time Undergraduate Transfers In	197	215	205	216	209

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,365**	**100%**	**2,381**	**100%**	**2,435**	**100%**	**2,412**	**100%**	**2,397**	**100%**
Gender										
Male	1,145	48%	1,112	47%	1,096	45%	1,088	45%	1,085	45%
Female	1,220	52%	1,269	53%	1,339	55%	1,324	55%	1,312	55%
Residence										
WV Resident	1,608	68%	1,620	68%	1,689	69%	1,698	70%	1,743	73%
Non-Resident	757	32%	761	32%	746	31%	714	30%	654	27%
Attendance Status										
Full-Time	2,140	90%	2,129	89%	2,158	89%	2,148	89%	2,150	90%
Part-Time	225	10%	252	11%	277	11%	264	11%	247	10%
Level										
Undergraduate	2,365	100%	2,381	100%	2,435	100%	2,412	100%	2,397	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,274	96%	2,295	96%	2,336	96%	2,312	96%	2,300	96%
Black	53	2%	56	2%	60	2%	63	3%	62	3%
Other (includes international)	38	2%	30	1%	39	2%	37	2%	35	1%
Age (excludes "age unknown")										
Under 25	1,983	84%	1,978	83%	2,008	82%	1,969	82%	1,976	83%
25-29	136	6%	147	6%	160	7%	159	7%	158	7%
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40+	100	4%	109	5%	122	5%	121	5%	99	4%
Average Age	23		23		23		23		23	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 267 (54.7%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	NA	Post-Master's	NA
Associate's	1	First Professional	NA
Bachelor's	20	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Ohio	West Virginia	2 students from the United Kingdom and an additional 2 students from 2 nations.	Ohio	West Virginia	2 students from Canada and 1 student each from Puerto Rico and the United Kingdom
Marshall	Ohio		Marshall	Ohio	
Brooke	Pennsylvania		Brooke	Pennsylvania	
Hancock	New Jersey		Hancock	Virginia	
Wetzel	Virginia		Wetzel	Florida	

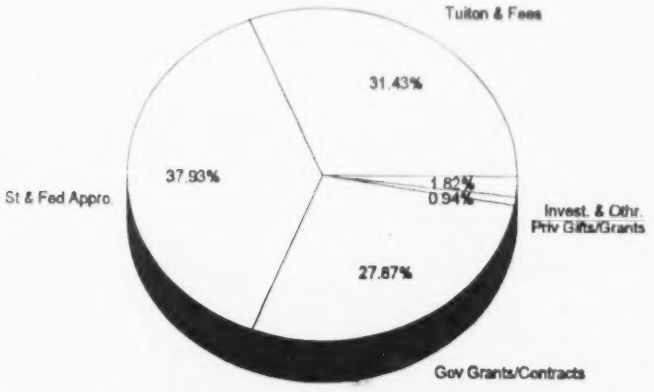
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	30	31	36	35	33
Bachelor's	418	426	405	414	392
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

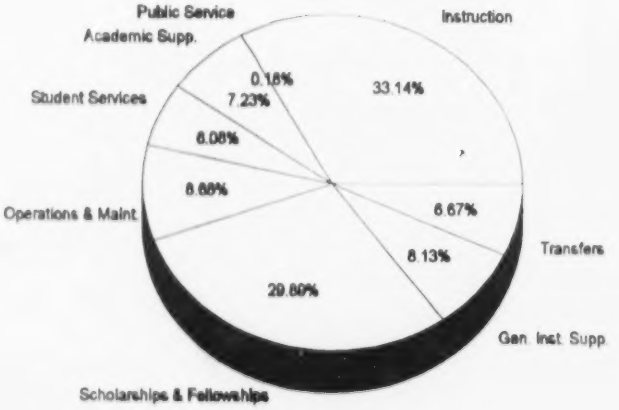
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$900	$950	$980	$1,010	$1,060
Non-Resident	$1,935	$2,235	$2,650	$2,730	$2,780

Educational and General Revenue, FY 1996-97
Total $22,475,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $22,051,000



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West Virginia State College

Strategic Goals

- Develop the Institutional Academic Plan.
- Maintain and strengthen the effectiveness of all academic departments, programs, projects, and academic support activities.
- Provide and implement a series of new and innovative programs and projects.
- Reaffirm the concept of "a living laboratory of human relations."
- Prepare West Virginia State College for 21st century teaching and learning technologies.
- Facilitate the implementation of the West Virginia State College System plan for community and technical college education.
- Enhance the public image and reputation of the Community and Technical College, developmental education programs, workforce training, continuing education programs, and community service and economic development activities in metropolitan Charleston region community and technical college District III.
- Facilitate, establish, and maintain liaisons with the District III educational institutions, business, industry, labor unions, government, human service and health-care agencies, and other community organizations in the tradition of community colleges and land-grant colleges.
- Attract, educate, train, serve, and retain traditional and non-traditional students and special populations through associate's degree, continuing education, certificate, JTPA, and community and public service programs.
- Provide and promote services that facilitate development of the West Virginia State College community.
- Enhance interaction between student and academic affairs toward the common goal of student development.
- Comprehensively assess the quality of student affairs services and programs and efficient allocation of resources.
- Promote a multicultural environment and preserve in practice the concept of "a living laboratory of human relations."
- Provide administrative services that enable the College to operate in an effective, efficient, and safe manner.
- Make significant progress toward accomplishing the goals of the campus master plan.
- Promote a barrier-free environment for students, faculty, staff, and visitors.
- Develop innovative ways to increase private and federal funds for enhancement of existing and future programs of the College.
- Increase the role of Planning and Advancement in economic development and service activities within the campus and its service region.
- Develop effective external and internal communication services.
- Strengthen the role of information management and analysis in administrative decision-making processes.
- Promote active interfacing among administrative areas with regard to planning activities.
- Increase involvement of alumni in the life and support of the College.
- Strengthen the business, industry, public education, and College Cluster Partnership to help students succeed in the workplace and advance business education.
- Further enhance a long-standing, mutually supportive relationship between the Kanawha County School System and the College as partners in the Community Alliance to Support Education (CASE).

Academic Programs

- The College holds accreditations from the North Central Association of Colleges and Schools; The American Chemical Society; the National Council for Accreditation of Teacher Education; the American Medical Association; the National Recreation and Parks Association; the Council of Social Work Education; and the Accreditation Board for Electronics Technology.
- Working with Accordia National, the College established the Employee Benefits and Claims Administration track in the A.A.S. in Management degree.
- Continuing Education and Extension Services increased the number of off-campus courses by 27 percent and increased off-campus student headcount over 40 percent. A total of 55 credit-course sections enrolling 798 students were delivered at 13 different sites.
- The College received a grant from the U.S. Department of Education, totaling over $100,000, to enhance the international focus of the curriculum across the campus.

Student Services

- Student Affairs successfully led the campus wide enrollment management program by increasing both headcount and full-time equivalent enrollment (FTE). Head count from Fall 1995 to Fall 1997 increased by 3% and FTE by 4.3%.
- The WVSC Student Support Services Program was notified by the U.S. Department of Education that the program would again be funded for $187,000 per year. The SSS program provides academic support services for minority and first-generation college students.
- The College's Access Program, a project designed to increase the college-going rate for students in the Kanawha Valley by assisting potential students with financial aid, has served 1,612 students from area high schools.
- The Student Financial Assistance Office increased the amount of financial assistance awarded to students by 10% and increased the number of students receiving Pell Grants from 1,283 (FY 96-97) to 1,417 (FY 97-98).
- The College's Advancement Office raised over $1 million in endowed scholarship funds.

Technology

- All Academic Affairs and Student Affairs Offices are linked to the campus network and the Internet.
- There are 19 computer laboratories on campus with 257 computer stations designated for student use.
- Sixty-four percent of resident students have Internet connections in their residence hall rooms; and all faculty have computers connected to the Internet.
- Faculty have attended seminars on the use of instructional technology.
- Workstations for color printing and document scanning at six campus locations have been established.
- An advanced multimedia classroom has been completed in the Davis Fine Arts Building.

Student Assessment

- The College's Assessment Plan, approved in its entirety by the North Central Association of Colleges and Schools, continues to be implemented.

Faculty and Staff Development

- Faculty and staff development activities included conference attendance, training programs, and national presentations.
- The College's Title IIIB Faculty Development Program continued to assist faculty pursuing terminal degrees by providing tuition and other support.
- Student Affairs held its eighth annual staff development institute on the legal aspects of higher education. Staff also received training in customer service.

Community Service

- The Community and Technical College Component continues to administer and operate one of the state's four Area Agencies on Aging for the WV Office of Aging and the Commission on Aging. Also, the College is cooperating with the WVU Center on Aging for the presentation of the 1998 Statewide Conference on Aging and the 1999 International Year of the Older Person.
- An economic impact study found that the College had a $54.2 million impact on the Kanawha Valley and created 4,217 jobs.
- The College conducted a National Youth Sports Program for 250 economically disadvantaged youths.
- In order to assist with welfare reform, the Community and Technical College component started an employment agency for Orchard Manor.
- Entrepreneurial courses for rural small businesses were offered for the Central Appalachian Enterprise Zone.
- The College provided Elderhostels, Elders Scholars program, and other programs for seniors.
- Student Affairs developed partnerships with Ferguson Memorial Baptist Church and Roxalana Elementary School. The staff has provided use of college facilities, college tours for students, and other special activities for students.
- Awareness Building About College (ABC) Program has provided college tours and meetings with over 900 students from local high schools. The purpose of the program is to increase the college-going rate for high school students.

West Virginia State College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	4,756	4,519	4,486	4,545	4,603
Full-Time Equivalent (FTE)	3,361	3,236	3,214	3,316	3,358
First-Time Freshmen	784	795	706	729	792
Full-Time Undergraduate Transfers In	169	255	199	215	192

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**4,756**	**100%**	**4,519**	**100%**	**4,486**	**100%**	**4,545**	**100%**	**4,603**	**100%**
Gender										
Male	2,154	45%	2,043	45%	1,962	44%	2,027	45%	1,954	42%
Female	2,602	55%	2,476	55%	2,524	56%	2,518	55%	2,649	58%
Residence										
WV Resident	4,466	94%	4,213	93%	4,192	93%	4,241	93%	4,265	93%
Non-Resident	290	6%	306	7%	294	7%	304	7%	338	7%
Attendance Status										
Full-Time	2,817	59%	2,723	60%	2,719	61%	2,778	61%	2,843	62%
Part-Time	1,939	41%	1,796	40%	1,767	39%	1,767	39%	1,760	38%
Level										
Undergraduate	4,756	100%	4,519	100%	4,486	100%	4,545	100%	4,603	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	4,074	86%	3,864	86%	3,870	86%	3,871	85%	3,880	84%
Black	611	13%	581	13%	552	12%	603	13%	646	14%
Other (includes international)	71	1%	74	2%	64	1%	71	2%	77	2%
Age (excludes "age unknown")										
Under 25	2,940	62%	2,757	61%	2,705	60%	2,733	60%	2,739	60%
25-29	579	12%	609	13%	648	14%	658	14%	634	14%
30-39	760	16%	693	15%	665	15%	629	14%	678	15%
40+	473	10%	459	10%	460	10%	525	12%	552	12%
Average Age	26		26		26		26		27	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 204 (35.5%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	1	Post-Master's	NA
Associate's	20	First Professional	NA
Bachelor's	18	Doctoral	NA
Master's	NA		

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Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Kanawha	West Virginia	2 students from Austria and an additional 5 students from 5 nations.	Kanawha	West Virginia	2 students from Japan and an additional 8 students from 8 nations
Putnam	Pennsylvania		Putnam	Pennsylvania	
Boone	Ohio		Boone	Illinois	
Lincoln	Maryland		Lincoln	Ohio	
Jackson	Virginia		Jackson	Florida	

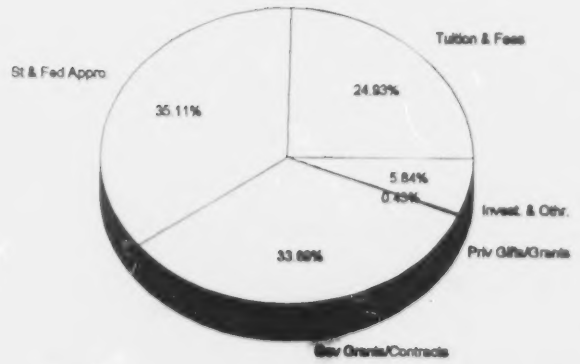
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	135	179	147	159	197
Bachelor's	428	401	426	397	358
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

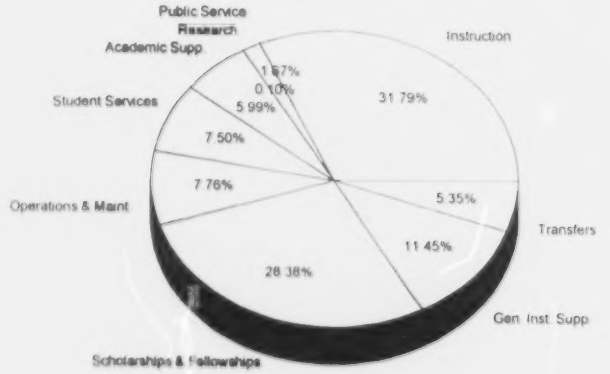
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$947	$994	$1,025	$1,058	$1,092
Non-Resident	$2,147	$2,308	$2,433	$2,579	$2,693

Educational and General Revenue, FY 1996-97
Total $33,222,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $32,107,000



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Southern West Virginia Community and Technical College

Strategic Goals

- Increase faculty salaries 60% of the difference between current average salary at Southern and 95% level of SREB average salary for fiscal year 2001.
- Increase staff salaries 60% of the difference between current average classified staff salaries and 100% level for funding of salary schedule.
- Develop a new strategic plan which provides for a more widely shared and understood vision.
- Continued development of partnerships with educational institutions, business and industry, and community to maximize use of available resources.
- Continued development of outcome criteria for all academic programs.
- Provide increased opportunities for professional development activities for all College employees.
- Review and revise institutional policies and procedures.
- Review, evaluate, and update developmental programs and guidelines.

Academic Programs

- A new curriculum was developed for the Nursing program, requiring higher expectations of students and faculty. Beginning with the Fall 1998 semester, faculty will select students based on academic test and course scores. Courses will contain rigorous academic skill and clinical education.
- Guidelines were developed for developmental education, providing faculty, administration, staff, and students with an explanation of day-to-day activities and responsibilities of supervisors, managers, counselors, faculty, and students.
- Over 70 course syllabi have been placed on the Instructional Performance System Inc. (IPSI) format.
- Allied Health students continued to receive excellent passage rates on licensure examinations. Southern's Medical Laboratory Technology students scored in the top 3% in the nation.
- Southern, in conjunction with the Logan County Emergency Ambulance Service Authority, Mingo and Boone County emergency officials, and Logan General Hospital, kicked off a new Paramedic program.
- Southern hosted its second annual international education experience in Moscow. Students received hands-on experience with health and medical programs at two Russian orphanages.
- A grant for $110,000 was granted to the Southern Mountains Regional Partnership Consortium by the Joint Commission for a six-county Tech Prep associate's degree program.

Student Services

- Funds for Southern's Title IV Student Support Services and Talent Search Grant Programs were received from the U.S. Department of Education totaling $445,733.
- Southern's Foundation reached their goal of $160,000. Approximately $80,000 was used to provide student scholarships. All graduates of Southern's Nursing program received employment prior to graduation.
- MLT students competed in a state-wide Student Bowl Competition against four other teams, winning first place.

Technology

- Southern's dial-up Internet service increased its number of subscribers from 500 in 1995 to over 1,600 in 1998, ranking it second in the state.
- Southern continued its partnership with Marshall University through the Southern Mountain Center, offering Marshall upper division courses via an electronic interactive classroom system.
- Southern has become the leader in the state on the development of syllabi on IPSI software. The College is one of five colleges listed on the IPSI website.
- Southern's libraries were greatly expanded through the HORIZON access catalog, CD-ROM Towers, and SearchBank magazine index.

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Student Assessment

- A week is set aside on the College calendar for both the Fall and Spring semesters where students are expected to participate in institutional assessment.
- The Plan for Assessment of Student Academic Achievement was developed and dedicated to assuring and improving the quality of the students' educational experience. The plan calls for the evaluation of standardized and non-standardized data, allowing change to occur based on the data.

Faculty and Staff Development

- Needs assessment was conducted to determine the types of professional development activities offered.
- Approximately 63 professional development workshops and programs were scheduled throughout the year. Additionally, employees were sponsored at approximately 50 external workshops or conferences.
- As part of the institution's professional development plan, the College's first Wellness Program began in the Fall of 1997. The College was honored by being chosen as one of twenty PEIA "Pathways to Wellness" work sites in West Virginia.

Community Service

- Eight Community Relations meetings were held throughout the district, sharing information, and seeking input from community leaders.
- Southern, in cooperation with the Williamson and the Boone/Logan chapters of the NAACP, hosted a series of week-long events in conjunction with Black History Month.
- Southern and the West Virginia Small Business Development Center established a network partnership to provide assistance and resources to businesses in southern West Virginia.
- Southern was the recipient of a federal grant to implement the APPALREAD program, a program to fight illiteracy, in southern West Virginia.
- Southern Partners for Education and Economic Development (SPEED) hosted their third annual legislative reception in January.
- Southern initiated a project to develop a hospitality and tourism training program for the region. The process identified 50 training modules which utilize IPSI software. Delivery of several of the modules is scheduled for Fall 1998.
- Southern's television department initiated a monthly public affairs program over the College's cable channels discussing issues relevant to the southern West Virginia region.

Southern

Southern West Virginia Community & Technical College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	3,148	3,231	3,094	3,055	2,725
Full-Time Equivalent (FTE)	2,164	2,239	2,158	2,072	1,921
First-Time Freshmen	906	933	839	806	737
Full-Time Undergraduate Transfers In	18	39	60	45	68

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,148**	**100%**	**3,231**	**100%**	**3,094**	**100%**	**3,055**	**100%**	**2,725**	**100%**
Gender										
Male	965	31%	1,001	31%	970	31%	1,020	33%	913	34%
Female	2,183	69%	2,230	69%	2,124	69%	2,035	67%	1,812	66%
Residence										
WV Resident	2,791	89%	2,849	88%	2,736	88%	2,710	89%	2,402	88%
Non-Resident	357	11%	382	12%	358	12%	345	11%	323	12%
Attendance Status										
Full-Time	1,761	56%	1,859	58%	1,802	58%	1,735	57%	1,603	59%
Part-Time	1,387	44%	1,372	42%	1,292	42%	1,320	43%	1,122	41%
Level										
Undergraduate	3,148	100%	3,231	100%	3,094	100%	3,055	100%	2,725	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	3,076	98%	3,165	98%	3,038	98%	3,006	98%	2,681	98%
Black	57	2%	48	1%	34	1%	34	1%	32	1%
Other (includes international)	15	0%	18	1%	22	1%	15	0%	12	0%
Age (excludes "age unknown")										
Under 25	1,914	61%	2,022	63%	1,926	62%	1,900	62%	1,760	65%
25-29	328	10%	339	10%	325	11%	326	11%	312	11%
30-39	572	18%	557	17%	524	17%	475	16%	364	13%
40+	332	11%	313	10%	319	10%	353	12%	287	11%
Average Age	26		25		26		26		25	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution) (2839%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	4	Post-Master's	NA
Associate's	19	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Southern

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Logan	West Virginia	None	Logan	West Virginia	None
Mingo	Kentucky		Mingo	Kentucky	
Boone			Boone		
Wyoming			Wyoming		
Lincoln			Lincoln		

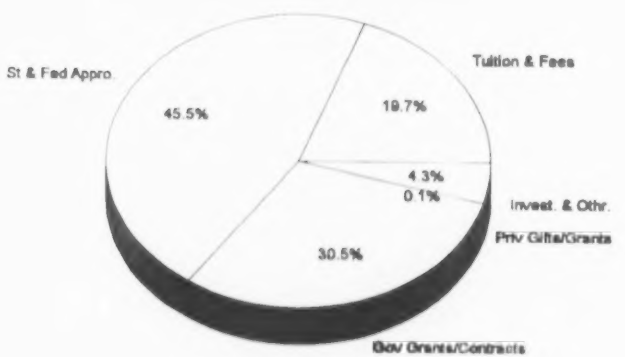
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	285	289	308	319	209
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

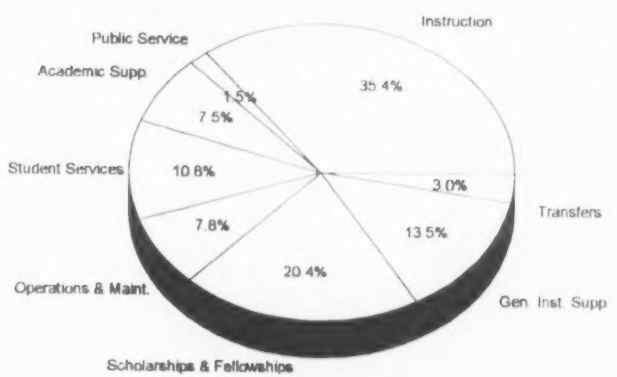
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$515	$515	$515	$565	$585
Non-Resident	$1,450	$1,450	$1,520	$1,975	$2,227

Educational and General Revenue, FY 1996-97
Total $12,985,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $13,307,000



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West Virginia Northern Community College

Strategic Goals

- Access to and involvement in higher education will increase throughout the District.
- Student progress and achievement will be relevant and of high quality.
- Programs and services which respond to the community, economic, and business development needs of the District will be functioning throughout the District.
- The College workforce will be more efficient, more productive, and better prepared to deliver the College's mission.
- The financial resource of the College will have diversified and achieved a level of stability to support the expanding delivery of the College's mission.
- The physical environment of the College will be safe, habitable, person-friendly, and conducive to active learning.

Academic Programs

- The College offers two transfer-oriented (AA and AS) programs, 18 career-technical AAS programs, and nine certificate programs. These include two new AAS programs: Hospitality, Leisure and Recreation Management and Manufacturing Technology. Specially approved apprenticeship training agreements, through the Occupational Development Program, provide another opportunity for earning associate's degrees.
- An expanded schedule of Saturday classes will be offered at all campuses to accommodate students whose schedules do not permit them to take courses during the traditional day and evening hours. A variety of distance education classes, including classes on-line and classes through HEITV, are also available.
- The College is participating in the Southern Regional Electronic Campus, a pilot project implemented by the Southern Regional Education Board through which courses are completed through distance education technology by students living in the SREB region.
- The College and West Liberty State College received a grant from the WV State College System Board of Directors to develop a plan to implement dual admissions at the institutions.
- UpGrade, a new continuing and community education program, was implemented on all campuses.
- The Northern Panhandle Tech Prep consortium continues development of Tech Prep associate's degree programs (TPAD).

Student Services

- Student support services include financial aid, orientation, counseling, transfer, career planning, and student activities. More than 500 students were involved in the tri-campus intramural sports program.
- The Wider Opportunities for Women program continues to provide guidance and information to women concerning career and life planning.
- Student ambassadors, a program showcasing outstanding students, provides potential students with a positive first contact with the College and to help students develop valuable leadership skills.
- Of the 1997 graduating class, nearly 80% found jobs within six months of graduation and 19% continued their education.
- The College's Student Nurses, Criminal Justice, Information Technology Professionals, Medical Laboratory Technicians Associations, and Phi Beta Lambda, the national business fraternity, provided students opportunities to establish professional networks and compete for national honors.

Technology

- The College will be part of the WEST VIRGINIA 2001 initiative. This participation will provide fully interactive distance learning, including video, voice and data communications with other West Virginia colleges and universities. In addition, campus libraries, data networks, and intranets will be linked.
- Faculty develop and present workshops to assist other faculty in staying on the cutting edge of new technologies.
- Students increasingly use multiple state-of-the-art technological tools, such as the Internet, in the learning process.
- The library's online public access catalog (OPAC) on all campuses is operational on the MountainLynx library system.

Student Assessment

- The assessment committee continued to address assessment in general education and the major.
- Program reviews were conducted for the following: Accounting, AAS; Business Administration, AAS; Office Technology, CP & AAS; PC Specialist/Computer Operations, CP; and Small Business Management, CP.
- Faculty and staff attended various workshops and national conferences on assessment.
- The College continued to be active on the Higher Education Council on Assessment, including attending various workshops.

Faculty and Staff Development

- Approximately 20% of the College's full-time faculty members hold terminal degrees in their specialization areas, and others are currently pursuing advanced degrees.
- Mini-grants from the College's Foundation and Friends organizations supported numerous opportunities for personal and professional growth for personnel.
- The College supported many opportunities to attend state and national conferences for faculty and staff, as well as conducting several in-house training opportunities to acquire or upgrade skills. Further, the use of tuition waivers for faculty and staff development is encouraged.

Community Service

- The College provided facilities and equipment for receipt of upper-level and graduate courses from state institutions via SATNET, providing graduate engineering programs by satellite in a rural area and providing space and assistance to West Liberty State College for delivery of upper division business courses in New Martinsville, Weirton, and Wheeling.
- The College continued its commitment of resources and personnel to a variety of programs and services to individuals and groups to advance economic development, including the Small Business Development Center, Job Training Partnership Act program, and WVU Industrial Extension Center for the Northern Panhandle.
- The College teamed with local housing authorities to provide on-site workshops and coursework to residents.
- The regional training network continued to unite the efforts of the College, county school systems in the district, some local industries, the Office of Economic Development, and the Center for Entrepreneurial Studies and Development at WVU in providing training programs for existing and prospective employers.
- The Small Business Development Center housed at Northern, in conjunction with the Ohio Valley Industrial and Business Development Corporation, offered classes for entrepreneurs.
- A class on "Volunteering and Community Service" which helps students understand the need for volunteers and the benefits of community service was offered on all campuses.
- Through COOP (Community Outreach Opportunity Program), approximately 115 students and employees volunteered nearly 4,350 hours and contributed more than $9,000 to various agencies and charities.
- High school summer schools were offered on the Weirton and Wheeling campuses in response to a need expressed by the county school systems. Classes were offered for students in grades 9 through 12 which provided opportunities for enrichment as well as remediation.

West Virginia Northern Community College

Enrollment Trends, Fall 1993-Fall 1997

	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Credit Headcount	2,895	2,921	2,720	2,554	2,592
Full-Time Equivalent (FTE)	1,724	1,708	1,615	1,540	1,499
First-Time Freshmen	566	615	416	362	392
Full-Time Undergraduate Transfers In	116	121	103	109	122

Credit Headcount Enrollment by Selected Categories

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,895**	**100%**	**2,921**	**100%**	**2,720**	**100%**	**2,554**	**100%**	**2,592**	**100%**
Gender										
Male	931	32%	910	31%	860	32%	809	32%	793	31%
Female	1,964	68%	2,011	69%	1,860	68%	1,745	68%	1,799	69%
Residence										
WV Resident	2,298	79%	2,355	81%	2,237	82%	2,107	82%	2,166	84%
Non-Resident	597	21%	566	19%	483	18%	447	18%	426	16%
Attendance Status										
Full-Time	1,073	37%	1,148	39%	1,095	40%	1,045	41%	1,072	41%
Part-Time	1,822	63%	1,773	61%	1,625	60%	1,509	59%	1,520	59%
Level										
Undergraduate	2,895	100%	2,921	100%	2,720	100%	2,554	100%	2,592	100%
Graduate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ethnicity										
White	2,793	96%	2,846	97%	2,637	97%	2,472	97%	2,502	97%
Black	73	3%	55	2%	66	2%	56	2%	61	2%
Other (includes international)	29	1%	20	1%	17	1%	26	1%	29	1%
Age (excludes "age unknown")										
Under 25	1,315	45%	1,354	46%	1,262	46%	1,205	47%	1,250	48%
25-29	381	13%	374	13%	349	13%	336	13%	329	13%
30-39	706	24%	637	22%	586	22%	545	21%	508	20%
40+	492	17%	555	19%	523	19%	467	18%	504	19%
Average Age	29		29		29		29		29	

Student Retention, Fall 1992 to Spring 1998

First-Time, Full-Time Freshmen receiving a degree within 6 years or who are still attending (based on attendance at any WV public institution): 123 (40.2%)

Number of Degree Programs Offered (as of 3/9/98)

Certificate	9	Post-Master's	NA
Associate's	20	First Professional	NA
Bachelor's	NA	Doctoral	NA
Master's	NA		

Residency of Undergraduates

Fall 1996			Fall 1997		
5 Top WV Counties	5 Top States	International	5 Top WV Counties	5 Top States	International
Ohio	West Virginia	2 students from China and an additional 2 students from 2 nations	Ohio	West Virginia	4 students from China and an additional 2 students from Japan
Marshall	Ohio		Marshall	Ohio	
Hancock	Pennsylvania		Hancock	Pennsylvania	
Wetzel			Wetzel		
Brooke			Brooke		

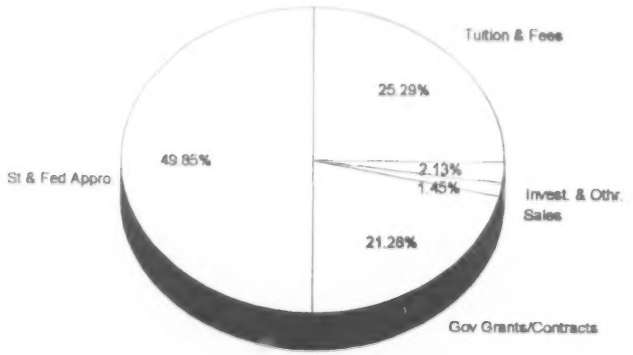
Degrees Awarded

	1993-94	1994-95	1995-96	1996-97	1997-98
Associate's	317	272	272	286	260
Bachelor's	NA	NA	NA	NA	NA
Master's	NA	NA	NA	NA	NA
Post-Master's	NA	NA	NA	NA	NA
First Professional	NA	NA	NA	NA	NA
Doctoral	NA	NA	NA	NA	NA

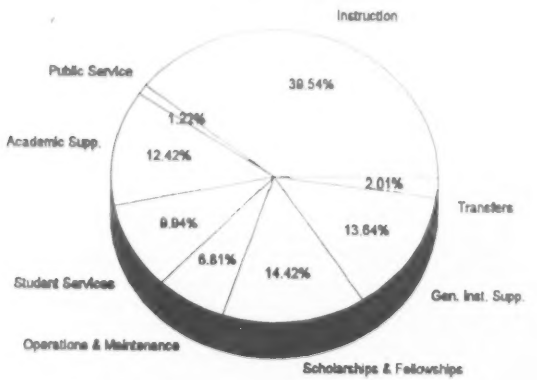
Regular Undergraduate Tuition and Fees (Per Semester)

	1993-94	1994-95	1995-96	1996-97	1997-98
Resident	$651	$713	$719	$719	$719
Non-Resident	$1,731	$1,937	$1,943	$1,943	$1,943

Educational and General Revenue, FY 1996-97
Total $9,759,000



Educational and General Expenditures and Transfers, FY 1996-97
Total $10,453,000



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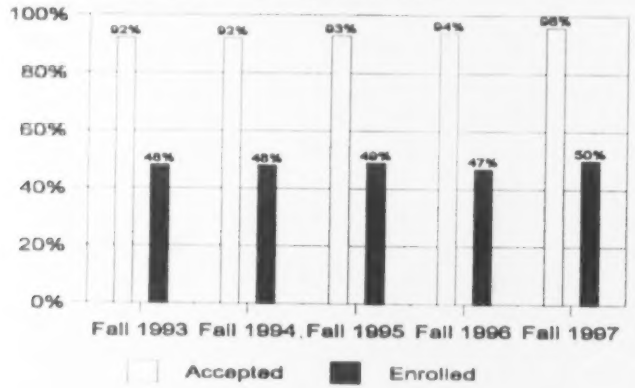
Students should be better prepared in high school to meet college standards jointly agreed upon by higher education and the public schools.

Preparation

Applicants Accepted and Enrolled

An average of 93% of the students who applied for admission to state colleges and universities as first-time freshmen in the past five years have been accepted. Approximately half of those who were accepted have enrolled.



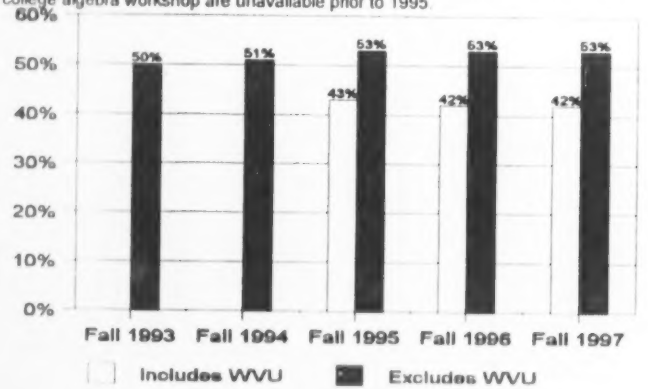
Fall 1997

	First-Time Freshmen Applicants	Number Accepted	Number Enrolled
University System			
West Virginia University	8,018	7,466	3,128
Potomac St. Coll. of WVU	1,259	1,171	405
WVU Institute of Technology	1,177	1,176	494
WVU at Parkersburg	747	747	624
Marshall University	4,062	4,062	2,278
System Total	**15,263**	**14,622**	**6,929**
State College System			
Bluefield State College	1,253	1,129	474
Concord College	1,915	1,795	685
Fairmont State College	2,236	2,214	1,234
Glenville State College	1,015	1,015	398
Shepherd College	1,431	1,372	688
West Liberty State College	1,226	1,160	499
West Virginia State College	792*	792*	792
So. WV Comm. & Tech. College	1,154	1,154	929
WV No. Community College	544	544	385
System Total	**11,566**	**11,175**	**6,084**
TOTAL	**26,829**	**25,797**	**13,013**

*Complete data on applicants and acceptances not available for Fall 1997.

Enrollment in One or More Developmental Courses*

Approximately half of all first-time, full-time freshmen enroll in one or more developmental courses. The tables below indicate the number of students enrolled in such courses during the fall semester. Others may enroll in the spring. Estimates for enrollment in WVU's pre-college algebra workshop are unavailable prior to 1995.



Fall 1997

	First-Time, Full-Time Freshmen	Number In Developmental Courses	%
University System			
West Virginia University	3,078	326*	11%
Potomac St. Coll. of WVU	393	216	55%
WVU Institute of Technology	438	236	54%
WVU at Parkersburg	501	301	60%
Marshall University	1,983	855	43%
System Total	**6,393**	**1,934**	**30%**
State College System			
Bluefield State College	386	255	66%
Concord College	703	294	42%
Fairmont State College	1,101	723	66%
Glenville State College	476	249	52%
Shepherd College	642	331	52%
West Liberty State College	491	100	20%
West Virginia State College	635	464	73%
So. WV Comm. & Tech. College	595	347	58%
WV No. Community College	290	189	65%
System Total	**5,319**	**2,952**	**55%**
TOTAL	**11,712**	**4,886**	**42%**

*See Appendix

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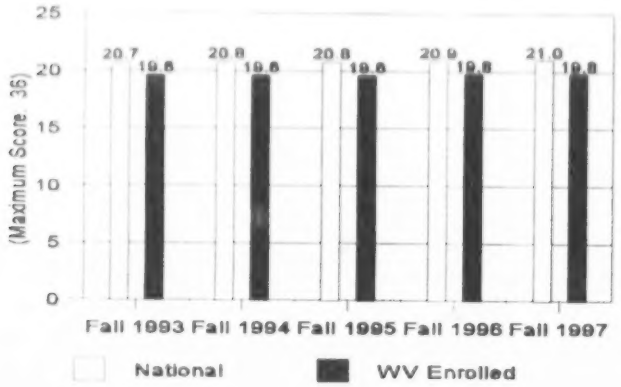
Preparation

ACT Scores

Fall 1997 ACT scores of first-time, full-time freshman students who enroll in West Virginia's public colleges and universities are holding steady at 19.8.

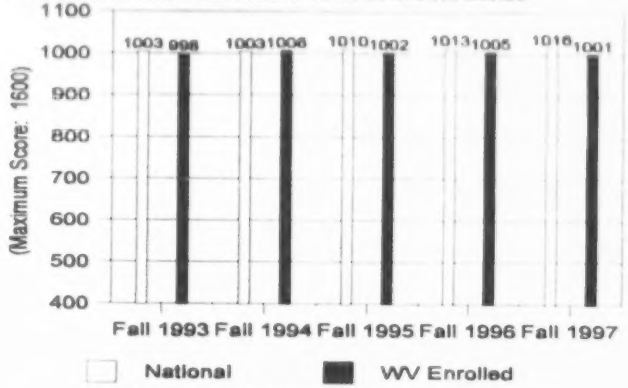


First-Time, Full-Time Freshmen(with scores)
Fall 1997

	Number	Average Score
University System		
West Virginia University	1,420	22.1
Potomac St. Coll. of WVU 261	18.0	
WVU Institute of Technology	391	19.4
WVU at Parkersburg	422	19.0
Marshall University	1,781	20.4
System Total	**4,275**	**20.6**
State College System		
Bluefield State College	277	18.3
Concord College	548	20.5
Fairmont State College	960	18.6
Glenville State College	376	18.2
Shepherd College	354	20.8
West Liberty State College	423	19.4
West Virginia State College	506	18.0
So. WV Comm. & Tech. College	422	17.7
WV No. Community College	176	17.9
System Total	**4,042**	**18.9**
TOTAL	**8,317**	**19.8**

SAT I Scores

On the average, SAT I scores for first-time, full-time freshmen enrolled in West Virginia's public higher education institutions have not shown a great deal of change during the past five years. The SAT I (new, recentered SAT) became effective several years ago. The table below indicates these new national scores and the best available estimates for those enrolled.



First-Time, Full-Time Freshmen (with scores)
Fall 1997

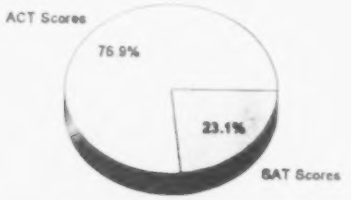
	Number	Average Score
University System		
West Virginia University	1,595	1036
Potomac St. Coll. of WVU	108	838
WVU Institute of Technology	28	888
WVU at Parkersburg	27	967
Marshall University	112	902
System Total	**1,870**	**1013**
State College System		
Bluefield State College	40	814
Concord College	138	994
Fairmont State College	54	942
Glenville State College	22	910
Shepherd College	264	990
West Liberty State College	54	947
West Virginia State College	31	905
So. WV Comm. & Tech. College	NA	NA
WV No. Community College	NA	NA
System Total	**603**	**964**
TOTAL	**2,473**	**1001**

NA=Not Applicable

Preparation

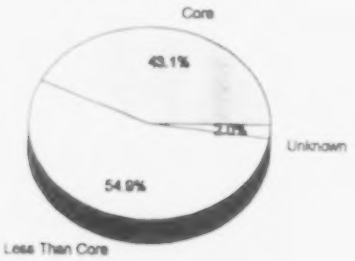
Distribution of ACT and SAT Scores Fall 1997

A significant number of the freshmen entering West Virginia's public colleges and universities for the first time present American College Testing Program (ACT) scores rather than Scholastic Assessment Test (SAT) scores. Over three-fourths of the first time, full-time freshmen in Fall 1997 submitted ACT scores for admission.



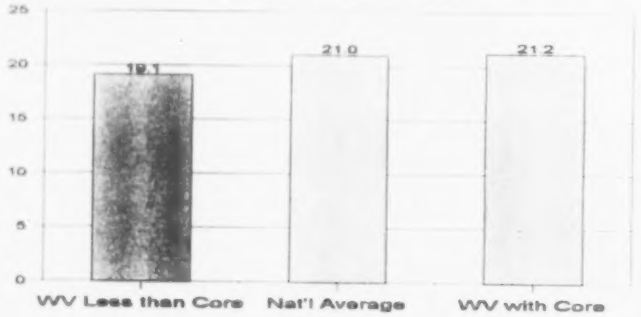
Percentage of All ACT-Tested West Virginians With Core* Courses in High School Fall 1997

Of all 1996-97 high school graduates in West Virginia who took the ACT, less than half report taking a core curriculum in high school. The ACT core curriculum is defined as 4 years of English, 3 years of social studies, 3 years of math, and 3 years of a laboratory science.



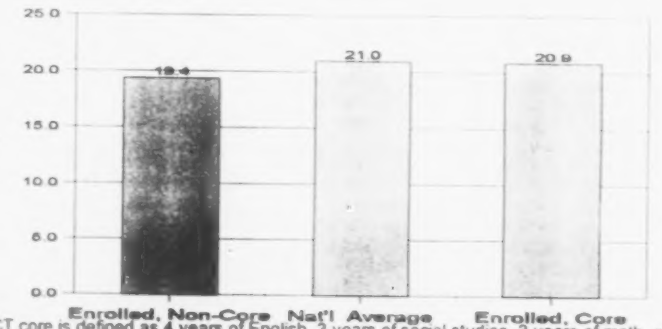
Average ACT Scores of West Virginians Completing Core*/Less than Core Curriculum

Students who complete core courses in high school tend to score higher on average on the ACT exam. The 1996-97 West Virginia high school graduates who completed the ACT recommended core scored more than two points higher on average than their classmates who did not complete the core curriculum. They also scored higher than the national average.



Average ACT Scores of West Virginians Enrolled in Public Higher Education Fall 1997

West Virginia high school graduates who completed the ACT core* and enrolled in a public college or university in Fall 1997 scored one and one-half points higher on average on the ACT than those graduates who did not complete a core curriculum.



*ACT core is defined as 4 years of English, 3 years of social studies, 3 years of math, and 3 years of laboratory science.

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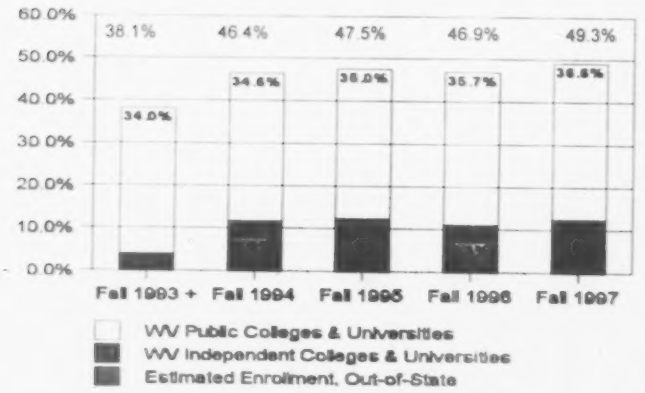
More students should obtain education beyond the high school level that is both high quality and relevant for our individual and collective economic development.

Access

Estimated Total College-Going Rates of West Virginia High School Graduates

The estimated total college-going rate represents the number of West Virginia high school graduates who enroll in a public or independent institution of higher education in West Virginia or in another state within the same year of their graduation. It does not include students whomay be enrolled in other types of postsecondary education. The in-state college-going rate (which consists of those attending West Virginia institutions) has risen over the past five years as a result of increased efforts to provide access to higher education for all West Virginians. Estimated enrollment out-of-state has averaged around 7.9% over the last four years.

According to SREB's *Fact Book on Higher Education*, the estimated college enrollment rate for the United States as a whole was 56% and the rate for the SREB region was 52% based on figures for 1992 and 1994.



+ The college-going rate shown is only the in-state college-going rate. Estimated out-of-state enrollment was collected for the first time beginning with Fall 1994.

Estimated Total College-Going Rates of West Virginia High School Graduates by County, Fall 1997

The vast majority of West Virginians attending college remain in the state. Only about 8.5% of recent high school graduates enrolled in out-of-state institutions in Fall 1997. The number of students attending out-of-state institutions may vary widely by county; residents of counties that border on surrounding states may be more likely to attend a college or university outside West Virginia. This map indicates the percentage of recent high school graduates from each county who are enrolled in public and independent higher education institutions in West Virginia as well as those enrolled outside the state.

*Estimated enrollment in out-of-state institutions of higher education was not available for some or all high schools within the county.

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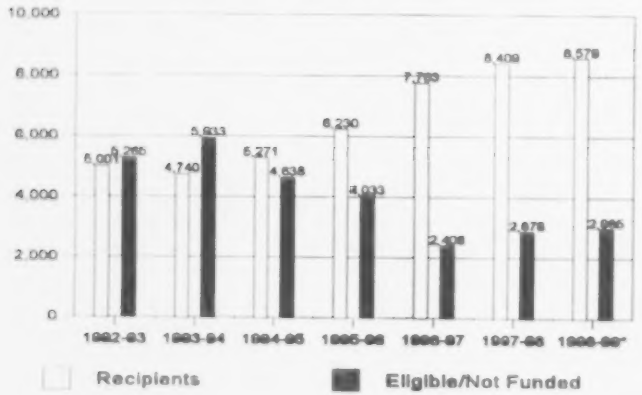
Higher Education Grant Program
Total Dollars Awarded

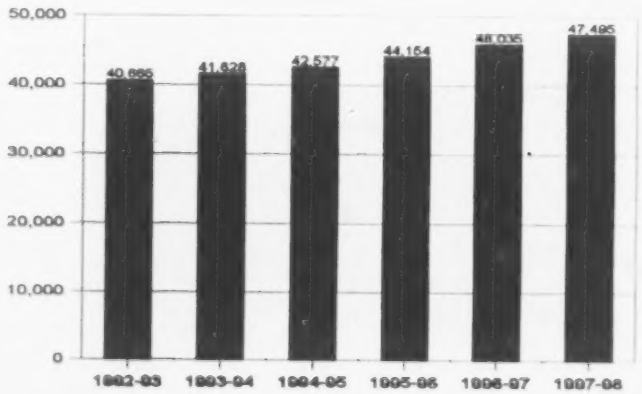
Undergraduate Student Aid
Total Dollars Awarded from All Major Aid Sources

Higher Education Grant Program
Number of Recipients and Number Deemed Eligible but Not Funded



*Estimated

Total Number of Undergraduate Students Served by Some Form of Student Aid



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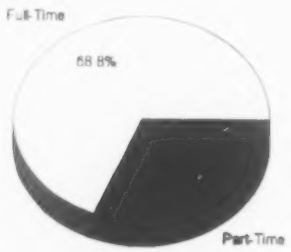
Access

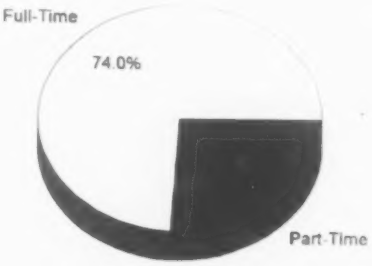
Attendance Status of All Students Fall 1997

In Fall 1997, two-thirds of all students in West Virginia's public colleges and universities were enrolled on a full-time basis.



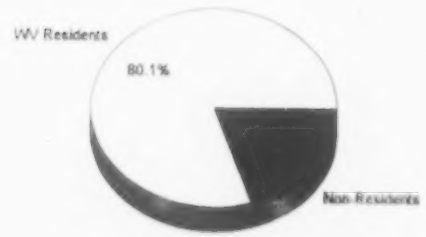
Attendance Status of Undergraduate Students Fall 1997

The percentage of undergraduates enrolled on a full-time basis (74%) was slightly higher than the overall percentage since more graduate and first professional students tend to enroll on a part-time basis.



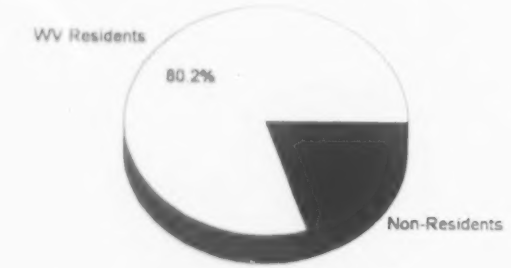
Residency Status of All Students Fall 1997

Eighty percent of all students enrolled in Fall 1997 were residents of West Virginia.



Residency Status of Undergraduate Students Fall 1997

The percentage of undergraduate students who were residents of West Virginia (80.2%) mirrored the overall pattern.



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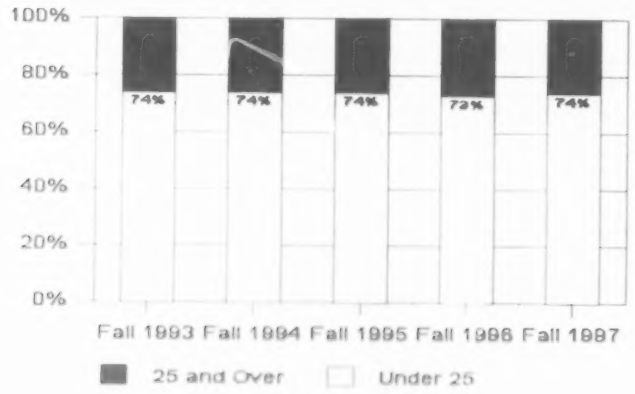
Undergraduate Students Age 25 and Over as a Percentage of Undergraduate Enrollment

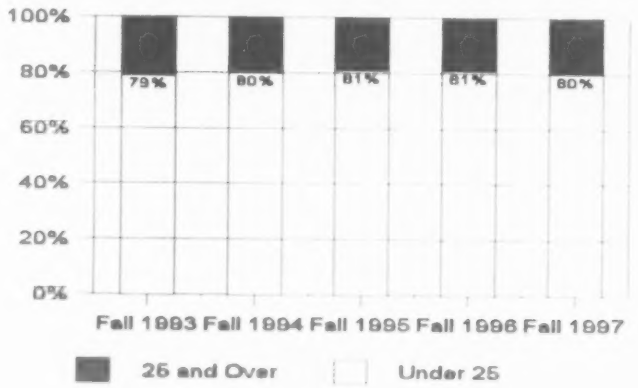
Approximately one-quarter of all undergraduate students are age 25 and above. This percentage has remained consistent over the past five years.



	Fall 1997 Undergraduate Enrollment	Undergraduates 25 and Over	%
University System			
West Virginia University	14,959	1,402	9%
Potomac St. Coll. of WVU	1,209	205	17%
WVU Institute of Technology	2,534	723	29%
WVU at Parkersburg	3,443	1,380	40%
Marshall University	11,343	3,152	28%
System Total	**33,488**	**6,862**	**20%**
State College System			
Bluefield State College	2,496	881	35%
Concord College	2,780	495	18%
Fairmont State College	6,619	1,878	28%
Glenville State College	2,288	616	27%
Shepherd College	4,025	1,440	36%
West Liberty State College	2,397	419	17%
West Virginia State College	4,603	1,864	40%
So. WV Comm. & Tech. Coll	2,725	963	35%
WV No. Community College	2,592	1,341	52%
System Total	**30,525**	**9,897**	**32%**
TOTAL	**64,013**	**16,759**	**26%**

Freshman Students Age 25 and Over as a Percentage of Freshman Enrollment

Of all freshman students who are enrolled in West Virginia's public colleges and universities the percentage who are age 25 and over has been relatively constant at about 20%.



	Fall 1997 Total Freshman Enrollment	Freshmen 25 and Over	%
University System			
West Virginia University	4,808	329	7%
Potomac St. Coll. of WVU	516	46	9%
WVU Institute of Technology	906	181	20%
WVU at Parkersburg	2,113	669	32%
Marshall University	3,895 838		22%
System Total	**12,238**	**2,063**	**17%**
State College System			
Bluefield State College	1,039	263	25%
Concord College	1,147	86	8%
Fairmont State College	2,190	459	21%
Glenville State College	861	245	29%
Shepherd College	1,066	162	15%
West Liberty State College	700	20	3%
West Virginia State College	2,208	772	35%
So. WV Comm. & Tech. Coll.	1,845	490	27%
WV No. Community College	391	109	28%
System Total	**11,447**	**2,606**	**23%**
TOTAL	**23,685**	**4,669**	**20%**

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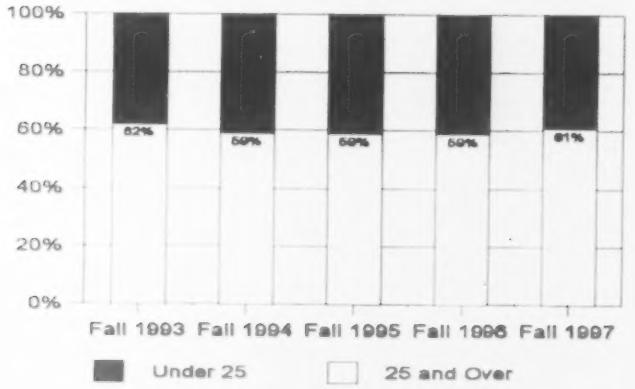
Part-Time Undergraduate Students

Of all undergraduate students who are enrolled on a part-time basis, approximately 60% are age 25 or over. This figure has been relatively consistent for the past five years.

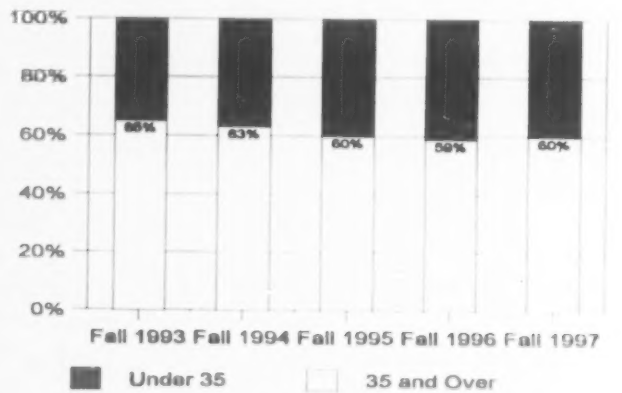


Fall 1997

	Part-Time Undergraduate Enrollment	Part-Time Undergrad. 25 and Over	%
University System			
West Virginia University	898	477	53%
Potomac St. Coll. of WVU	408	130	32%
WVU Institute of Technology	695	425	61%
WVU at Parkersburg	1,656	892	54%
Marshall University	2,812	1,956	70%
System Total	**6,469**	**3,880**	**60%**
State College System			
Bluefield State College	889	456	51%
Concord College	549	230	42%
Fairmont State College	2,151	1,080	50%
Glenville State College	535	268	50%
Shepherd College	1,400	973	70%
West Liberty State College	247	181	73%
West Virginia State College	1,760	1,214	69%
So. WV Comm. & Tech. Coll	1,122	509	45%
WV No. Community College	1,520	926	61%
System Total	**10,173**	**5,837**	**57%**
TOTAL	**16,642**	**9,717**	**58%**

Part-Time Graduate/First Professional Students

Of all graduate and first professional (medicine, law, dentistry, and pharmacy) students who are enrolled on a part-time basis, 60% are age 35 or above.



Fall 1997

	Part-Time Grad /First Prof Enrollment	Part-Time Grad /First Prof 35 and Over	%
University System			
West Virginia University	3,836	2,394	62%
WVU Institute of Technology	6	1	17%
Marshall University	1,278	721	56%
MU Graduate College	1,896	1,103	58%
WV School of Osteo. Med.	0	NA	NA
System Total	**7,016**	**4,219**	**60%**
TOTAL	**7,016**	**4,219**	**60%**

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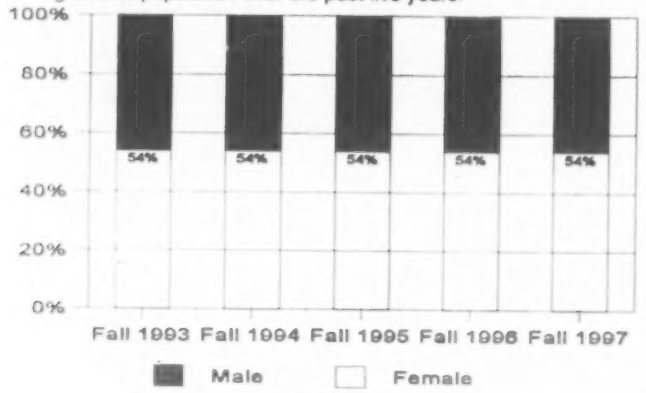
Undergraduate Enrollment: Gender

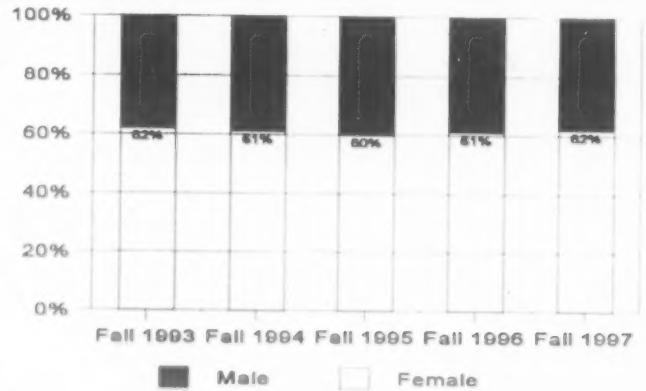
Female students have made up an unwaivering 54% of the total undergraduate population over the past five years.



	Fall 1997 Undergraduate Enrollment	Females	%
University System			
West Virginia University	14,959	7,081	47%
Potomac St. Coll. of WVU	1,209	597	49%
WVU Institute of Technology	2,534	989	39%
WVU at Parkersburg	3,443	2,136	62%
Marshall University	11,343	5,807	51%
System Total	**33,488**	**16,610**	**50%**
State College System			
Bluefield State College	2,496	1,428	57%
Concord College	2,780	1,591	57%
Fairmont State College	6,619	3,669	55%
Glenville State College	2,228	1,313	57%
Shepherd College	4,025	2,411	60%
West Liberty State College	2,397	1,312	55%
West Virginia State College	4,603	2,649	58%
So. WV Comm. & Tech. Coll.	2,725	1,812	67%
WV No. Community College	2,592	1,799	69%
System Total	**30,525**	**17,984**	**59%**
TOTAL	**64,013**	**34,594**	**54%**

Graduate/First Professional Enrollment: Gender

Female students have comprised approximately 61% of the total graduate and first professional population.



	Fall 1997 Grad /First Prof Enrollment	Females	%
University System			
West Virginia University	7,279	4,403	60%
WVU Institute of Technology	20	2	10%
Marshall University	2,253	1,417	63%
MU Graduate College		2,094	1,433
68%			
WV School of Osteo. Med.	261	106	41%
System Total	**11,907**	**7,361**	**62%**
TOTAL	**11,907**	**7,361**	**62%**

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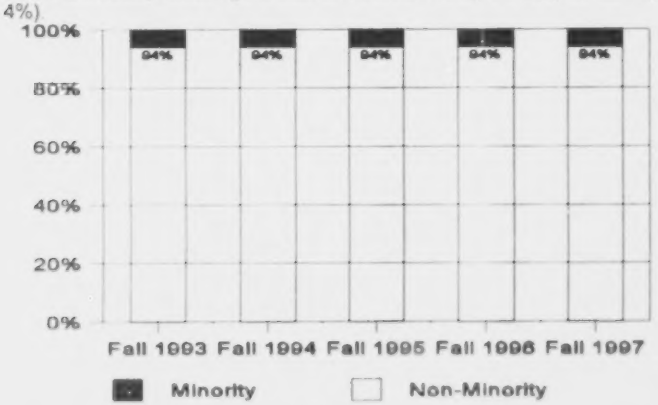
Undergraduate Enrollment: Ethnicity

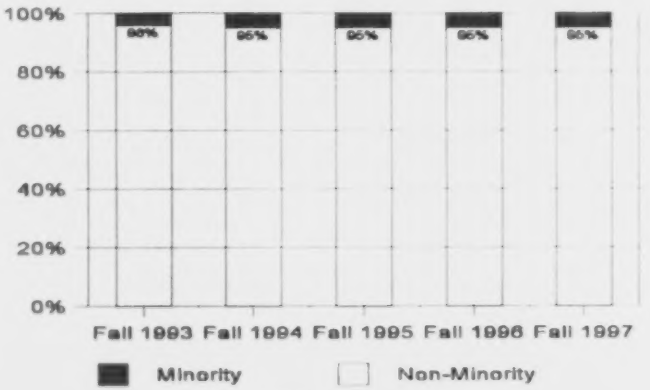
The percentage of undergraduates who are minorities has remained relatively constant at 6% over the past five years. This figure is higher than the overall percentage of minorities in West Virginia (approximately 4%).



	Fall 1997 Undergraduate Enrollment	Minorities*	%
University System			
West Virginia University	14,959	1,016	7%
Potomac St. Coll. of WVU	1,209	101	8%
WVU Institute of Technology	2,534	182	7%
WVU at Parkersburg	3,443	66	2%
Marshall University	11,343	625	6%
System Total	**33,488**	**1,990**	**6%**
State College System			
Bluefield State College	2,496	192	8%
Concord College	2,780	189	7%
Fairmont State College	6,619	221	3%
Glenville State College	2,288	112	5%
Shepherd College	4,025	276	7%
West Liberty State College	2,397	86	4%
West Virginia State College	4,603	723	16%
So. WV Comm. & Tech. Coll.	2,725	44	2%
WV No. Community College	2,592	84	3%
System Total	**30,525**	**1,927**	**6%**
TOTAL	**64,013**	**3,917**	**6%**

Graduate/First Professional Enrollment: Ethnicity

Minority student enrollment, as a percentage of total graduate and first professional enrollment, has increased slightly since Fall 1992 and is holding constant at 5%



	Fall 1997 Grad /First Prof Enrollment	Minorities*	%
University System			
West Virginia University	7,279	389	5%
WVU Institute of Technology	20	0	0%
Marshall University	2,253	96	4%
MU Graduate College		2,094	97 5%
WV School of Osteo. Med.	261	19	7%
System Total	**11,907**	**601**	**5%**
TOTAL	**11,907**	**601**	**5%**

*Minority enrollment does not include non-resident aliens.

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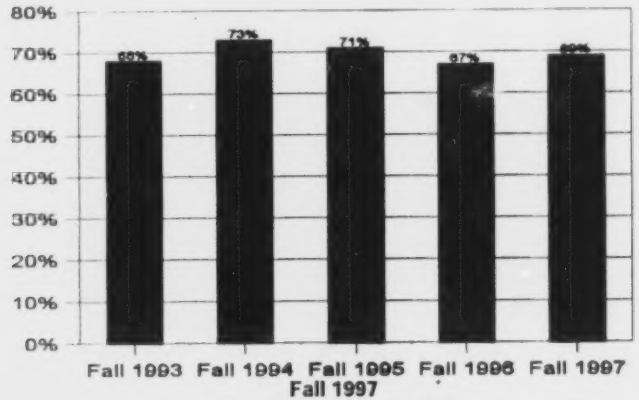
Enrollment in One or More Developmental Courses*: Students Age 25 and Over

Students who are 25 years old and above may enroll in developmental courses to further prepare for college-level work. The table below indicates the percentages of first-time full-time freshmen in this group enrolled in at least one developmental course. This percentage is averaging around 70% over the past five years.



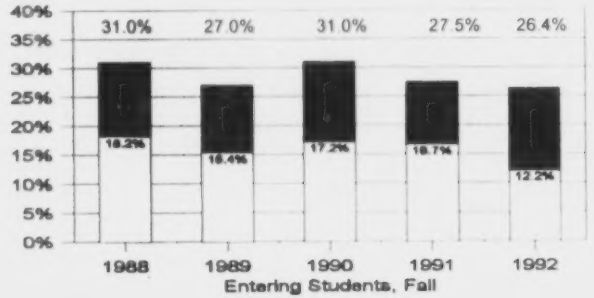
Fall 1997

	First-Time, Full-Time Freshmen 25 and Over	Number in Developmental Courses	%
University System			
West Virginia University	24	NA*	NA
Potomac St. Coll. of WVU	18	11	61%
WVU Institute of Technology	27	19	70%
WVU at Parkersburg	44	35	80%
Marshall University	64	33	52%
System Total	**177**	**98**	**64%***
State College System			
Bluefield State College	44	31	70%
Concord College	14	5	36%
Fairmont State College	73	49	67%
Glenville State College	68	47	69%
Shepherd College	20	16	80%
West Liberty State College	6	2	33%
West Virginia State College	60	51	85%
So. WV Comm. & Tech. College	88	62	70%
WV No. Community College	61	46	75%
System Total	**434**	**309**	**71%**
TOTAL	**611**	**407**	**69%***

*See Appendix

Graduation/Completion Rates: Students Age 25 and Over

Over the past five years, the graduation/completion rates of students who are 25 years old and above have ranged from 26% to 31% with an average of about 29%. (See page 91 for the definition of graduation/completion rates.)



First-Time, Full-Time Freshmen Age 25 and Over Entering in Fall 1992

	First-Time, Full-Time Freshmen 25 and Over	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	17	0	6	35.3%
Potomac St. Coll. of WVU	12	1	0	8.3%
WVU Institute of Technology30	7	7	46.7%	
WVU at Parkersburg	129	20	14	26.4%
Marshall University	73	12	10	30.1%
System Total	**261**	**40**	**37**	**29.5%**
State College System				
Bluefield State College	37	3	4	18.9%
Concord College	16	0	1	6.3%
Fairmont State College	80	10	11	26.3%
Glenville State College	77	3	19	28.6%
Shepherd College	13	2	2	30.8%
West Liberty State College	8	1	2	37.5%
West Virginia State College	32	4	3	21.9%
So. WV Comm. & Tech. College	97	24	3	27.8%
WV No. Community College	65	10	2	18.5%
System Total	**425**	**57**	**47**	**24.5%**
TOTAL	**686**	**97**	**84**	**26.4%**

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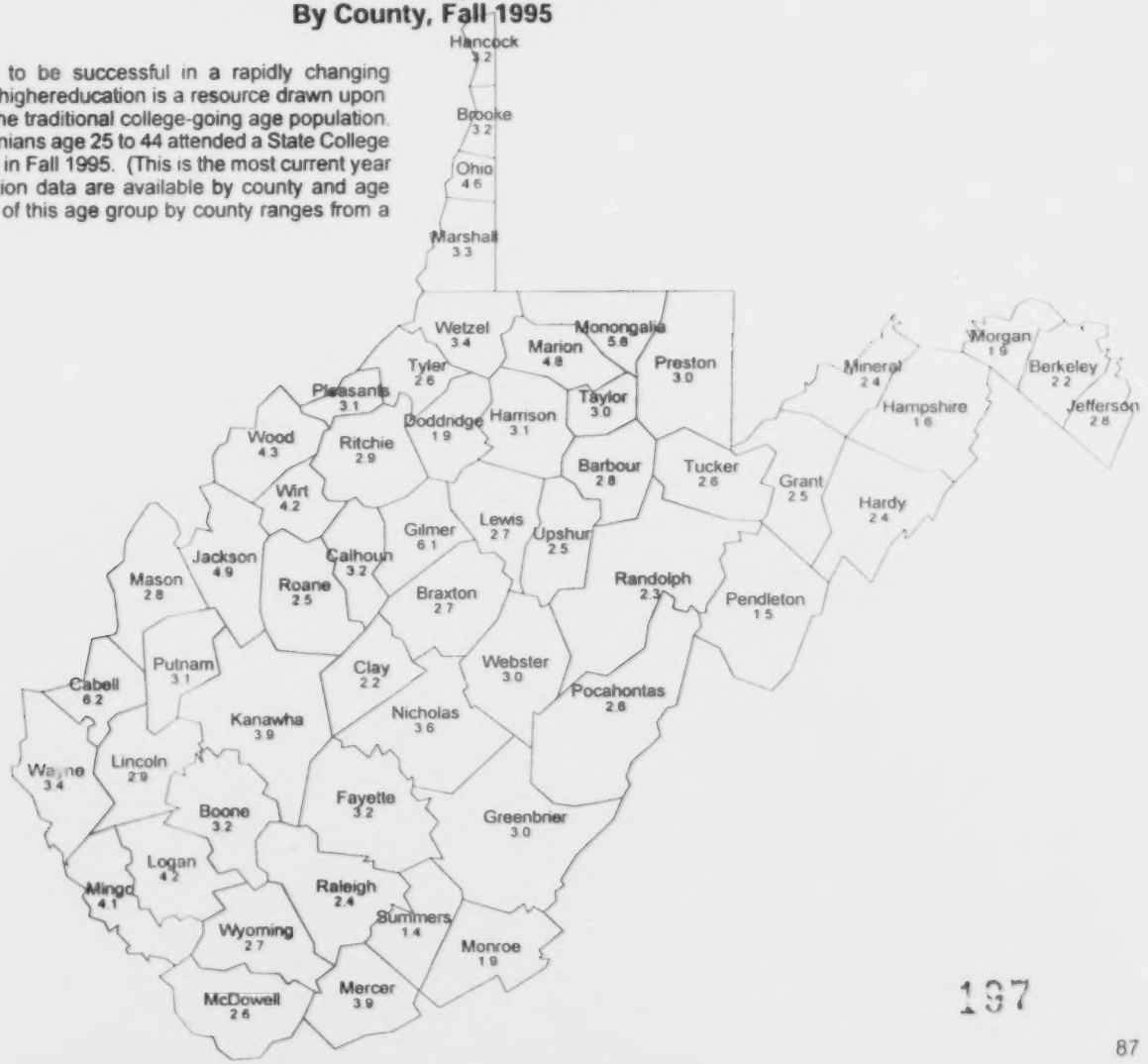
Percentage of the West Virginia Population Age 25 to 44 Enrolled in Public Higher Education, By County, Fall 1995

Lifelong education is required to be successful in a rapidly changing economy. West Virginia public highereducation is a resource drawn upon by citizens of all ages, not just the traditional college-going age population. Statewide, 3.6% of all West Virginians age 25 to 44 attended a State College or University Systems institution in Fall 1995. (This is the most current year for which West Virginia population data are available by county and age group.) Attendance on the part of this age group by county ranges from a high of 6.2% to a low of 1.4%.



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Off-Campus Program Delivery

Numerous programs offered at off-campus sites provide West Virginians with the greatest possible access to college degrees. Following is a list of locations at which a variety of degree programs can be completed in their entirety. These programs are indicated for each site together with the sponsoring institution.

Statewide

Via Technology

Special Education-M.A.	WVU
Nursing-M.S.N.	WVU
Nursing-B.S.N. (for Registered Nurses)	WVU
Adult & Technical Education	MU
Nursing-B.S.N.	MU

On-Site

Education Leadership-Ed.D. (for Public School CEO's)	WVU

Athens, Mercer County

Community Health Promotion-M.S.	WVU

Beckley, Raleigh County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Physical Education-M.S.	WVU
Safety-M.S.	MU
Business Administration-M.B.A.	MUGC
Education (all majors)-M.A.	MUGC
Law Enforcement-A.S.	BSC
Nursing-A.S.	BSC
Radiologic Technology-A.S.	BSC
Criminal Justice Administration-B.S.	BSC
Business Administration-B.S.	CC

Bluefield, Mercer County

Business & Economics-Executive M.B.A.	WVU

Charleston, Kanawha County

Business & Economics-Executive M.B.A.	WVU
Chemistry-M.S.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Education Leadership-Ed.D. (in cooperation with MU and MUGC)	WVU
Social Work-M.S.W.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Legal Assistant-A.A.S.	MU
Safety Management-M.S.	MU
Community Behavioral Health Tech.-A.A.S.	WVSC
Management-A.A.S.	WVSC
Occupational Development-A.A.S.	WVSC

Clay, Clay County

Communication Studies-M.A.	WVU

Clarksburg, Harrison County/ Fairmont, Marion County

Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Counseling-M.A.	WVU
Education Leadership-M.A.	WVU
Psychology-M.A.	MUGC
Psychology-Ed.S.	MUGC
Reading-M.A.	MUGC
Accounting-A.S.	FSC
General Business-A.A.S.	FSC
Retail Management-A.A.S.	FSC
General Studies-A.A.	FSC
Physical Therapist Assistant-A.A.S.	FSC

Craigsville, Nicholas County

Science Education-M.A.	MUGC

Dunbar, Kanawha County

Occupational Development-A.A.S.	WVSC

Elkins, Randolph County

Counseling-M.A.	MUGC

Huntington, Cabell County

Business Administration-Executive M.B.A. (Hospice)	MU
Nursing-A.S.N. (St. Mary's)	MU
Nursing-B.S.N. (St. Mary's)	MU
Radiologic Tech.-A.A.S. (St. Mary's)	MU
Engineering-M.S.E.	MUGC
Environmental Science-M.S.	MUGC

Hurricane, Putnam County

Leadership Studies-M.A.	MUGC

Lewisburg, Greenbrier County

Business & Economics-Executive M.B.A.	WVU
Reading-M.A.	MUGC
General Education-A.S.	BSC
Business-A.S.	BSC
Secretarial Studies-A.S.	BSC
Law Enforcement-A.S.	BSC
Lodging Operations-A.S.	BSC
Corrections-A.S.	BSC

Logan, Logan County

Accounting-B.B.A.	MU
Elementary Education-B.A.	MU
Nursing-B.S.N.	MU

Milton, Cabell County

Business Administration-Executive M.B.A. (Hospice)	MU

New Martinsville, Wetzel County

Business & Economics-Executive M.B.A.	WVU

Parkersburg, Wood County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Education Leadership-M.A.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Business-M.B.A.	MUGC
Psychology-M.A.	MUGC
Psychology-Ed.S.	MUGC
Management (Health Care)-M.S.M.	MUGC
Engineering-M.S.E.	MUGC
Science Education-M.A.	MUGC

Petersburg, Grant County

Office Technology-A.A.S.	SC
General Studies-A.A.	SC
Business-A.A.S.	SC
Criminal Justice-A.A.S.	SC
Paralegal Studies-A.A.S.	SC

Point Pleasant, Mason County

Legal Assistant-A.A.S.	MU
Accounting-B.B.A.	MU
Nursing-B.S.N.	MU
Leadership Studies-M.A.	MUGC

Ravenswood, Jackson County

Occupational Development-A.A.S.	WVSC

Ripley, Jackson County

Associate in Arts-A.A.	WVU-P
Business Administration-A.S.	WVU-P
Office Administration-A.A.S.	WVU-P
Criminal Justice-A.A.S.	WVU-P

Shepherdstown, Jefferson County

Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Counseling-M.A.	WVU
Education Leadership-M.A.	WVU
Elementary Education-M.A.	WVU
Public Health-M.P.H.	WVU
Safety & Environmental Mgmt.-M.S.	WVU
Secondary Education-Social Studies-M.S.	WVU

Summersville, Nicholas County

Administrative Science-A.A.	GSC
Business Technology-A.S.	GSC
Criminal Justice-A.S.	GSC
General Studies-A.A./A.S.	GSC
Occupational Development-A.S.	GSC
Paralegal Technology-A.S.	GSC

Weston, Lewis County

Administrative Science-A.A.	GSC
Behavioral Science-B.S.	GSC
Criminal Justice-A.S.	GSC
Environmental Technology-A.S.	GSC
General Studies-A.A./A.S.	GSC
Occupational Development-A.S.	GSC
Paralegal Technology-A.S.	GSC

Wheeling, Ohio County

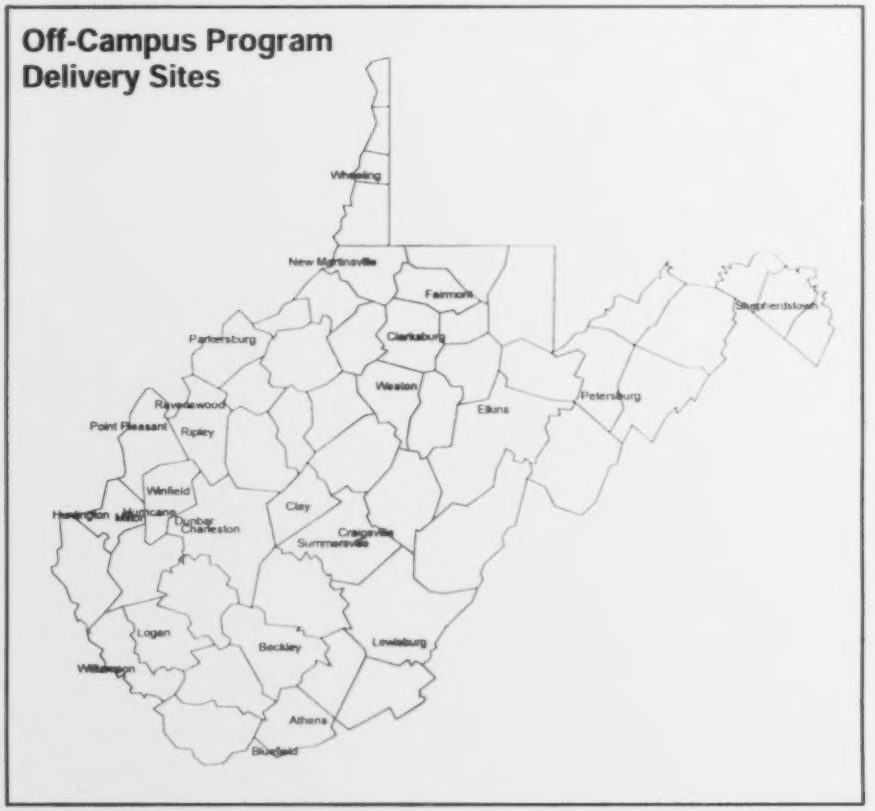
Business & Economics-Executive M.B.A.	WVU
Communication Studies-M.A.	WVU
Community Health Promotion-M.S.	WVU
Safety & Environmental Mgmt.-M.S.	WVU

Williamson, Mingo County

Accounting-B.B.A.	MU
Elementary Education-B.A.	MU
Nursing-B.S.N.	MU

Winfield, Putnam County

Leadership Studies-M.A.	MUGC



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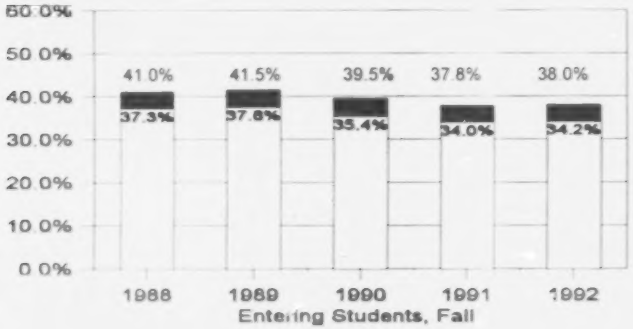
More students should be prepared to practice good citizenship and to compete in a global economy in which the good jobs will require an advanced education and level of skill that far surpasses former requirements.

Student Outcomes

Graduation/Completion Rates

Of the students enrolled as first-time, full-time freshmen, approximately 40% receive a certificate in 2 years, associate's degree in 3 years, or bachelor's degree in 6 years from one of the public institutions in the state. In the table below, students who transfer to another West Virginia public higher education institution and receive a degree are shown as graduates of the institution they originally entered. Those who transfer to independent or out-of-state institutions cannot be consistently tracked and are not included.

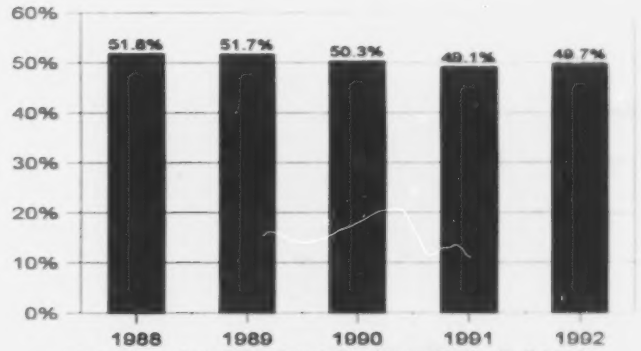


First-Time, Full-Time Freshmen Entering in Fall 1992

	First-Time, Full-Time Freshmen	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	2,978	0	1,688	56.7%
Potomac St. Coll. of WVU	478	44	97	29.5%
WVU Institute of Technology	611	50	200	40.9%
WVU at Parkersburg	721	60	79	19.3%
Marshall University	1,886	42	630	35.6%
System Total	**6,674**	**196**	**2,694**	**43.3%**
State College System				
Bluefield State College	356	18	69	24.4%
Concord College	490	1	181	37.1%
Fairmont State College	1,110	64	286	31.5%
Glenville State College	518	23	135	30.5%
Shepherd College	490	6	193	40.6%
West Liberty State College	488	10	218	46.7%
West Virginia State College	574	15	123	24.0%
So. WV Comm. & Tech. College	599	74	38	18.7%
WV No. Community College	306	35	30	21.2%
System Total	**4,931**	**246**	**1,273**	**30.8%**
TOTAL	**11,605**	**442**	**3,967**	**38.0%**

Retention Rates

Retention rates differ from graduation/completion rates because retention rates also include students who are still enrolled but have not yet received a degree as well as those who have received certificates or associate's degrees any time within the six year period. During the past five years, this figure has remained fairly constant at approximately 50%.



First-Time, Full-Time Freshmen Entering in Fall 1992

	First-Time, Full-Time Freshmen	Degree Received	Still Enrolled	%
University System				
West Virginia University	2,978	1,703	195	63.8%
Potomac St. Coll. of WVU	478	154	27	37.9%
WVU Institute of Technology	611	285	32	51.9%
WVU at Parkersburg	721	196	63	35.9%
Marshall University	1,886	732	239	51.5%
System Total	**6,674**	**3,070**	**557**	**54.3%**
State College System				
Bluefield State College	356	100	27	35.7%
Concord College	490	186	53	48.8%
Fairmont State College	1,110	388	107	44.6%
Glenville State College	518	187	47	45.2%
Shepherd College	490	207	45	51.4%
West Liberty State College	488	236	31	54.7%
West Virginia State College	574	160	44	35.5%
So. WV Comm. & Tech. College	599	162	41	33.9%
WV No. Community College	306	99	24	40.2%
System Total	**4,931**	**1,725**	**419**	**43.5%**
TOTAL	**11,605**	**4,795**	**976**	**49.7%**

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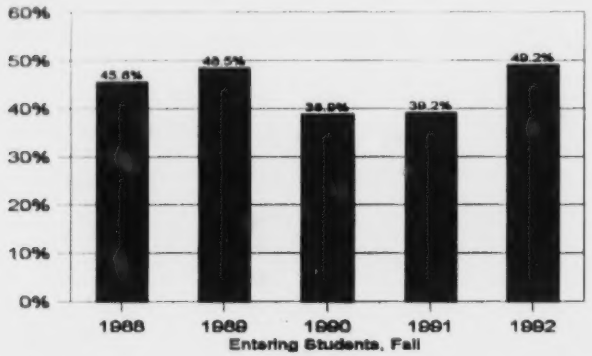
Student Outcomes

Graduation/Completion Rates: Students Receiving Athletically-Related Financial Aid

Graduation rates for students receiving athletically-related aid are generally at least as high as for all first-time, full-time freshmen. These figures include students earning a certificate in 2 years, associate's degree in 3 years, or bachelor's degree in 6 years. Small numbers can result in greater year to year differences.

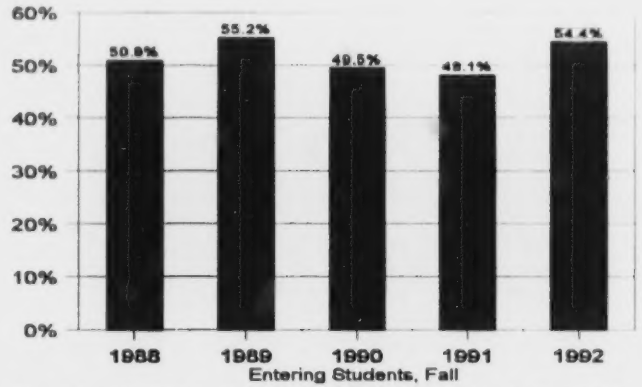


First-Time, Full-Time Freshman Athletes Entering in Fall 1992

	First-Time, Full-Time Freshmen	Certificate or Associate's Received	Bachelor's Received	%
University System				
West Virginia University	57	0	33	57.9%
Potomac St. Coll. of WVU	24	2	5	29.2%
WVU Institute of Technology	31	1	13	45.2%
WVU at Parkersburg	NA	NA	NA	NA
Marshall University	45	0	29	64.4%
System Total	**157**	**3**	**80**	**52.9%**
State College System				
Bluefield State College	13	1	6	53.8%
Concord College	20	0	8	40.0%
Fairmont State College	47	1	26	57.4%
Glenville State College	26	0	9	34.6%
Shepherd College	15	0	4	26.7%
West Liberty State College	21	0	10	47.6%
West Virginia State College	10	0	4	40.0%
So. WV Comm. & Tech. College	NA	NA	NA	NA
WV No. Community College	NA	NA	NA	NA
System Total	**152**	**2**	**67**	**45.4%**
TOTAL	**309**	**5**	**147**	**49.2%**

Retention Rates: Students Receiving Athletically-Related Financial Aid

In addition to the degree recipients who make up the graduation rate, the retention rate includes students who are still enrolled and those who received degrees at any time within the six year period. The relatively small number of athletes at some schools can lead to greater shifts in percentages across years.



First-Time, Full-Time Freshman Athletes Entering in Fall 1992

	First-Time, Full-Time Freshmen	Degree Received	Still Enrolled	%
University System				
West Virginia University	57	33	0	57.9%
Potomac St. Coll. of WVU	24	7	1	33.3%
WVU Institute of Technology	31	15	2	54.8%
WVU at Parkersburg	NA	NA	NA	NA
Marshall University	45	29	2	68.9%
System Total	**157**	**84**	**5**	**56.7%**
State College System				
Bluefield State College	13	7	0	53.8%
Concord College	20	9	0	45.0%
Fairmont State College	47	27	4	66.0%
Glenville State College	26	10	3	50.0%
Shepherd College	15	4	1	33.3%
West Liberty State College	21	10	0	47.6%
West Virginia State College	10	4	0	40.0%
So. WV Comm. & Tech. College	NA	NA	NA	NA
WV No. Community College	NA	NA	NA	NA
System Total	**152**	**71**	**8**	**52.0%**
TOTAL	**309**	**155**	**13**	**54.4%**

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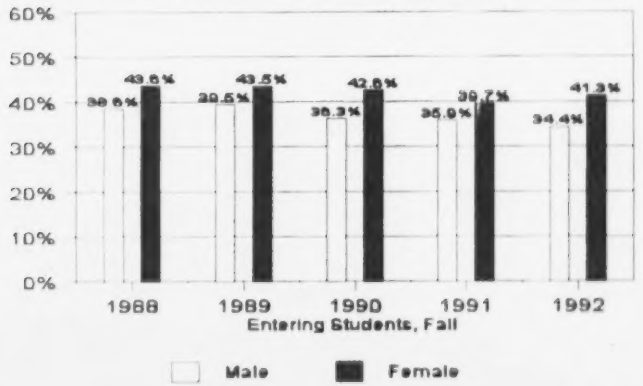
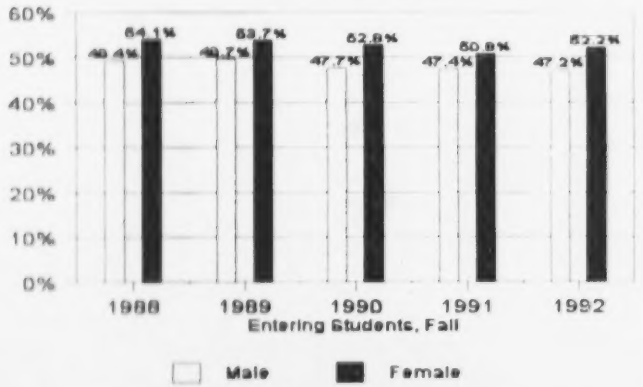
Student Outcomes

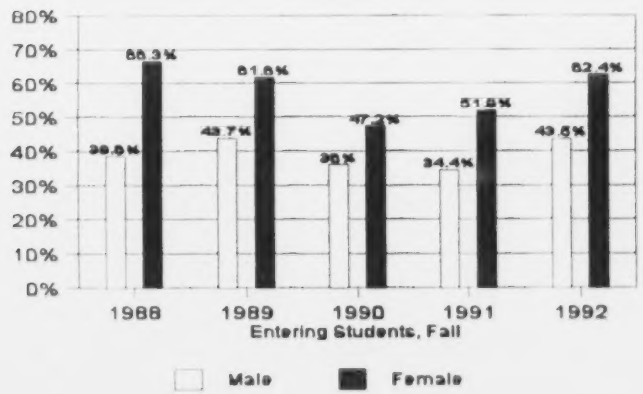
Graduation/Completion Rates By Gender
First-Time, Full-Time Freshmen



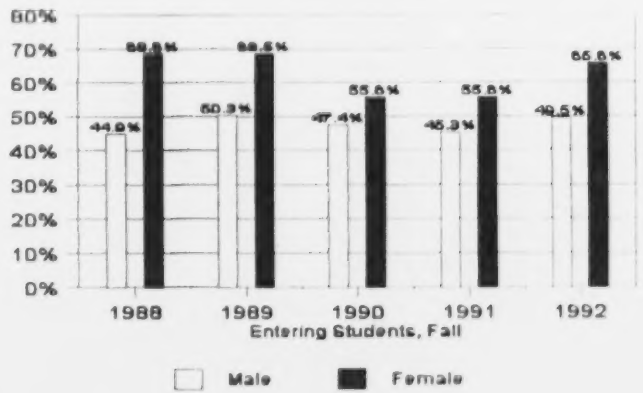
Retention Rates by Gender
First-Time, Full-Time Freshmen



Graduation/Completion Rates By Gender
Students Receiving Athletically-Related Financial Aid*



Retention Rates By Gender
Students Receiving Athletically-Related Financial Aid*



*Much of the fluctuation in female athletes' graduation and retention rates is attributable to the relatively small numbers (between 72 and 93) of female students receiving athletically-related financial aid.

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Student Outcomes

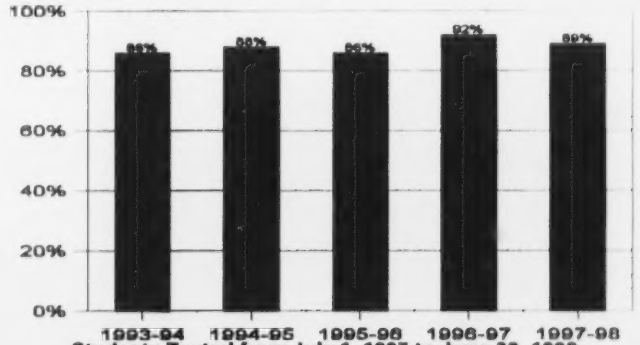
Preparing Students to Compete in a Global Economy

Senate Bill 377 required that West Virginia higher education institutions prepare students to compete in a global economy. Institutions must provide students with opportunities to develop the skills, knowledge, and level of cultural appreciation necessaryto interact successfully in cultures different from their own. Higher education must document and convey the specific activities and opportunities targeted to fulfill this component of the educational experience. In recent surveys of graduates, the percentage of students indicating that they were able to develop multicultural and global perspectives has increased in each year from 1995-96 through 1997-98.

- West Virginia University, Marshall University, Potomac State College of WVU, Bluefield State College, Concord College, Fairmont State College, Shepherd College, West Liberty State College, and West Virginia State College offer programs in which foreign language study is required for graduation.
- West Virginia University, Marshall University, Shepherd College, West Virginia State College, and West Virginia Northern Community College have graduation requirements in multicultural studies.
- West Virginia University, Marshall University, WVU at Parkersburg, Potomac State College of WVU, Concord College, Fairmont State College, Shepherd College, West Virginia University Institute of Technology, West Virginia State College, and West Virginia Northern Community College have student/faculty exchange programs with colleges and universities in other countries or offer college/university-sponsored coursework abroad.
- Fourteen institutions sponsor multicultural and international events on campus.
- Twelve institutions offer multicultural courses. A survey of institutions shows a wide range of courses which have a global or multicultural emphasis. Institutions cited courses in international business, African-American literature, sociology, international economics, social science, English, history, world geography, art, humanities, international studies, foreign languages, cultural anthropology, international journalism, race and gender studies, philosophy, and religious studies. These course offerings are evidence of a successful effort to integrate global and multicultural courses into the general curriculum of the institutions.

Performance on Professional Licensure Examinations Associate's Degree Students

Statewide, the percentage of associate's degree students passing a professional licensure examination in their field of study has averaged 88% during the past five years. Exams shown on this and the following page represent those which students must pass in order to practice a vocation or profession and for which data were available. Individuals who have taken various licensure exams are not necessarily graduates. They may have completed only the course(s) required for licensure in accordance with the licensing agency. Due to changes in program offerings and availability of exam results, each year shown may not reflect the same exams.



Students Tested from July 1, 1997 to June 30, 1998

	Exam: # Examinees/# Passing
University System	
WVU Institute of Technology	Nursing: 37/27, Dental Hygiene: 13/13
WVU at Parkersburg	Nursing: 42/41, Welding: 193/191
Marshall University	Radiologic Tech: 12/12, Medical Lab Tech: 13/13, Medical Record Tech: 24/14, Emergency Medical Tech: EMT part: 19/9
System Total	**353/320**
State College System	
Bluefield State College	Radiologic Tech: 21/20, Nursing: 35/34
Fairmont State College	Aviation/Avionics Tech: 12/12, Medical Lab Tech: 8/7, Nursing: 54/52, Medical Record Tech: 20/11, Physical Therapy: 16/15
Glenville State College	Land Surveying-Part I: 5/3, Part II: 6/3, Part IV: 10/5
Shepherd College	Nursing: 21/21
West Liberty State College	Dental Hygiene: 33/27
West Virginia State College	Nuclear Medicine Tech: 10/10
So. WV Comm. & Tech. College	Radiologic Tech: 12/10, Medical Lab Tech: 9/9, Nursing: 39/34
WV No. Community College	Medical Lab Tech: 8/8, Nursing: 74/65, Respiratory Care Tech: 13/13
System Total	**406/359**
TOTAL	**759/679**

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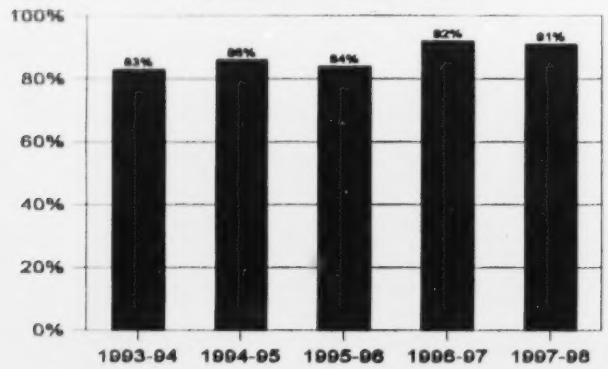
Student Outcomes

Performance on Professional Licensure Examinations Baccalaureate Degree Students*

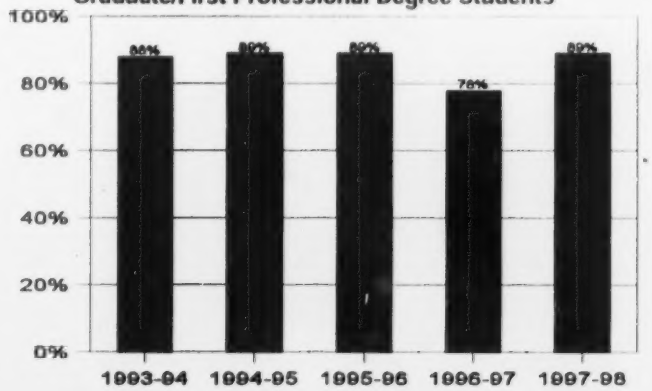


Students Tested from July 1, 1997 to June 30, 1998

	Exam: # Examinees/# Passing
University System	
West Virginia University	Medical Tech: 25/25, Nursing: 66/60**, Dental Hygiene-Nat'l: 21/18, Dental Hygiene-Regional: 21/21, Teacher Educ (Praxis II): 376/347, Pharmacy: 15/13@, Physical Therapy: 29/29
WVU at Parkersburg	Teacher Educ (Praxis II): 43/43
Marshall University	Medical Tech: 10/6@@, Nursing: 38/35, Teacher Educ (Praxis II): 653/615
System Total	**1,297/1,212**
State College System	
Bluefield State College	Teacher Educ (Praxis II): 43/36
Concord College	Teacher Educ (Praxis II): 66/47
Fairmont State College	Aviation: 5/5, Teacher Educ (Praxis II): 335/293
Glenville State College	Nursing: 5/5**, Teacher Educ (Praxis II): 190/165
Shepherd College	Nursing: 23/23, Social Work (State): 6/6, Teacher Educ (Praxis II): 85/75
West Liberty State College	Medical Tech: 6/5, Nursing: 23/21, Teacher Educ (Praxis II): 234/213
West Virginia State College	Teacher Educ (Praxis II): 43/39
System Total	**1,064/933**
TOTAL	**2,361/2,145**

*Individuals who have taken various licensure exams are not necessarily graduates. They may have completed only the course(s) required for licensure.
**Includes graduates of GSC/WVU joint program.
@Data are for "special examinations"; data for the major examinations are not available at this time.
@@Reflects first three quarters of 1998 which is how the data are provided.

Performance on Professional Licensure Examinations Graduate/First Professional Degree Students



Students Tested from July 1, 1997 to June 30, 1998

	Exam: # Examinees/# Passing
University System	
West Virginia University	Law: 154/121, Dentistry: 29/20^, USMLE Step 3: 76/76~, Teacher Educ (Praxis II): 409/391, WV Competency Exam for Counselor Licensing: 11/11, Nat'l Exam in Speech Pathology and Audiology: 22/20, Family Nurse Practitioner: 30/29
Marshall University	USMLE Step 3: 43/40~, Nat'l Exam in Speech Pathology and Audiology: 33/33, Family Nurse Practitioner Certification: 15/15
MU Graduate College	Teacher Educ (Praxis II): 84/81, Nat'l Certified Counselor Exam: 40/32, WV Competency Exam for Counselor Licensing: 36/24
WV School of Osteo. Med.	Comlex-Level 3: 60/48
System Total	**923/825**
TOTAL (excluding USMLE)	**923/825**

General Note: Due to changes in exams offered and availability of results, each year shown may not reflect the same exams.

^Because of the way in which NERB is constructed, the 9 candidates failing the board do not represent complete failures (i.e., partial failures).
~Based on 1995 graduates - the most recent data available. These data are excluded from 1997-98 graph and totals and have been included in the 1995-96 bar of the graph. Because these data become available two years after the graduation year, this publication will continually update prior data and therefore will not match year-for-year with previous Report Cards.

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Student Outcomes

Results of Undergraduate Graduating Student Surveys, 1995-96 through 1997-98

The strategic plans of both the State College System and the University System require their institutions to survey graduates of undergraduate programs regarding satisfaction with their educational experiences. Twelve standard questions have been included in graduating student surveys administered by each undergraduate-level institution since the 1995-96 academic year. The results shown below indicate considerable satisfaction on the part of graduates with the preparation they received in critical thinking, general education, and writing. Graduates also were highly satisfied with the quality of teaching they received from their institutions. Graduates were considerably less satisfied with classroom and laboratory facilities, education in developing multicultural and global perspectives, and academic support services.

Question	Percent Agree or Strongly Agree		
	1995-96	1996-97	1997-98
In completing your academic program were you able to acquire a basic knowledge in general education (humanities, social sciences and natural sciences)?	87.9%	87.8%	87.2%
In completing your academic program were you able to develop critical thinking skills?	87.5%	88.0%	86.1%
In completing your academic program were you able to develop the ability to write effectively?	83.7%	81.3%	83.2%
Were you satisfied with the quality of teaching?	79.4%	80.3%	80.3%
Were you adequately prepared for a career and/or graduate or professional school?	76.9%	73.9%	73.8%
In completing your academic program were you able to develop effective public speaking skills?	72.9%	75.5%	71.9%
In completing your academic program were you able to develop the ability to use mathematics effectively?	68.1%	67.4%	68.7%
In completing your academic program were you able to develop computer/technical literacy and competency skills?	63.3%	67.2%	68.6%
Were you satisfied with the quality of advising?	62.3%	69.4%	65.8%
Were you satisfied with classroom/lab facilities?	63.7%	60.6%	62.4%
In completing your academic program were you able to develop multicultural and global perspectives?	55.7%	58.4%	60.2%
Were you satisfied with academic support services?	53.9%	55.8%	57.3%

Resources should be focused on programs and courses which offer the greatest opportunities for students and the greatest opportunity for job creation and retention in the state.

Economic and Workforce Development

Economic and Workforce Development Activities Undertaken by Community and Technical Colleges 1997-98

West Virginia community and technical college education is provided by four two-year institutions and seven four-year institutions with community and technical colleges. Senate Bill 547 requires that these 11 institutions increase their level of economic development activities in their service areas. In complying with this provision, the institutions will place additional emphasis on providing programs to business and industry and will facilitate a unified effort to meet the documented workforce development needs of their service areas.

- Ten institutions have been involved in the certification process to deliver training modules developed through the Governor's Guaranteed Workforce Program and the Center for Entrepreneurial Studies and Development, Inc. Sixty-four instructors throughout the state have been certified to deliver these training modules.
- All 11 institutions have been directly involved during the past year with economic development agencies and/or chambers of commerce in attracting new industries to their service districts.
- Eighty-six cooperative efforts with business and industry have been established by ten institutions which result in joint program delivery.
- All 11 institutions delivered a total of 713 customized training programs to employers. In the previous year, 425 such programs were delivered.
- All 11 institutions implemented 140 curricular changes to meet direct identified employer needs, an increase from 139 in the previous year.
- Nine institutions implemented 27 new programs to meet direct identified employer needs. In the previous year, 36 new programs were implemented.

Economic and Workforce Development Activities Undertaken by Four-Year Institutions 1997-98

Baccalaureate education in West Virginia is provided by two universities and eight four-year colleges. While community and technical colleges have a specific mission to serve the immediate workforce development needs of their service areas, baccalaureate institutions are likely to serve longer term goals such as general education and preparation of students for graduate and professional education. Differences in economic development activities between the two types of institutions largely reflect differences in their educational missions.

While this is not their primary focus, baccalaureate institutions have encouraged economic development in a variety of ways. All of the institutions are involved with chambers of commerce and economic development agencies in attracting new industries to their districts. In addition,

- Nine institutions implemented 171 curricular changes to meet direct identified employer needs. One-hundred and sixty curricular changes had been implemented in the previous year.
- Five institutions implemented 32 new programs to meet direct identified employer needs. Thirty-four new programs had been implemented in the previous year.
- Two hundred and fifty-four formal alliances with business and industry have been established by nine institutions which result in joint program delivery.

Economic and Workforce Development

The Research and Information Systems Division of the State College and University Systems Central Office has contracted with the West Virginia Bureau of Employment Programs to obtain employment and salary data for graduates who remain in the state to work. These data are a rich source of information on the post-graduation success of our students.

Of students who were residents of West Virginia when they received their degrees in 1995-96, 74.7% remained in the state to work or attend a public higher education institution in 1997, and 70.0% worked or combined work with school attendance.

In 1997, 1995-96 West Virginia resident graduates of associate's degree programs earned an average of $22,697, while average earnings of graduates of bachelor's degree programs were $21,380. The average earnings gap between associate's and bachelor's degree recipients has been narrow for all years for which figures exist, but this is the first time that associate's degree earnings have actually exceeded those for bachelor's degree recipients. This is due primarily to a large increase in associate's degree earnings. The difference between earnings is most striking for Trade/Technical graduates, for which associate's degree earnings exceeded those of bachelor's degree recipients by $5,749.

Earnings growth over time is high for all graduates regardless of degree earned. Growth between 1996 and 1997 is highest for the most recent graduates, with the 1994-95 bachelor's degree class experiencing 14.7% earnings growth during this time period. Even five years after graduation, the earnings for 1991-92 associate's and bachelor's degree classes grew over 7% between 1996 and 1997, which compares favorably to the 4% increase in personal income experienced by all West Virginians.

1997 West Virginia Employment and Educational Activities of 1995-96 Resident Graduates

	Number	%
Working in WV, but not attending school	4,693	54.6%
Working in WV and attending school	1,327	15.4%
Sub-total: Working in WV	6,020	70.0%
Attending school, but not working in WV	399	4.6%
Sub-total: Working or attending school in WV	6,419	74.7%
Neither working nor attending school in WV	2,179	25.3%
TOTAL	**8,598**	**100.00%**

Average Earnings of Resident Graduates *
Who Worked Four Quarters per Year in West Virginia
1995 through 1997

Associate's Degree Recipients

Graduation Year	1995	1996	1997	% Growth 1996 to 1997
1995-96	NA	NA	$22,697	NA
1994-95	NA	$20,828	$23,276	11.8%
1993-94	$20,280	$22,567	$24,624	9.1%
1992-93	$22,478	$24,714	$26,236	6.2%
1991-92	$23,009	$24,516	$26,264	7.1%

Bachelor's Degree Recipients

Graduation Year	1995	1996	1997	% Growth 1996 to 1997
1995-96	NA	NA	$21,380	NA
1994-95	NA	$20,946	$24,015	14.7%
1993-94	$20,589	$23,338	$25,887	10.9%
1992-93	$22,701	$25,199	$27,740	8.8%
1991-92	$23,777	$26,337	$28,270	7.3%

Average Earnings by Major, 1995-96 Resident Graduates
Who Worked Four Quarters of 1997 in West Virginia

	Associate's	Bachelor's	%Difference
Business	$19,289	$21,830	13.2%
Education	**	$16,329	**
Engineering	**	$32,632	**
Health	$26,532	$32,422	22.2%
Liberal Arts	$17,839	$19,419	8.9%
Math/Sciences	$20,922	$19,876	-5.0%
Services	**	$14,179	**
Trade/Technical	$23,988	$18,239	-24.0%
All Fields	$22,697	$21,380	-5.8%

* Associate's and bachelor's degree recipients who earn higher degrees in subsequent years are removed from these calculations of average earnings. For example, a graduate earning an associate's degree in 1991-92 and a bachelor's degree in 1993-94 is removed from the calculation of the associate's degree average earnings in 1995.

** No associate's degrees were received in these major categories by these graduates. Engineering technology graduates have been placed in the trade/technical category.

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Resources should be used to their maximum potential and faculty and technology should be combined in a way that makes West Virginia higher education more productive than similar institutions in other states.

Productivity and Efficiency

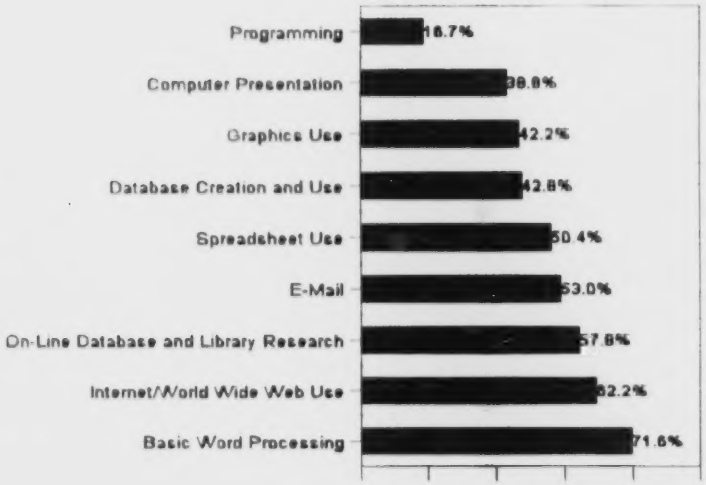
Computer Literacy Requirements 1997-98

Skilled use of computers on the part of students enhances both their ability to learn while in school and to function in the world of work and personal life. It is important to monitor the computer literacy requirements placed on students in their programs of study in higher education.

Public higher education institutions in West Virginia were surveyed to determine the percentage of their academic programs which require computer-related skills for graduation.

Program requirements in computer literacy increased between 1996-97 and 1997-98, with especially large increases in the required use of computer presentation (31.7% to 38.8%), graphics (31.7% to 42.2%), E-mail (40.1% to 53.0%) and the World Wide Web (43.2% to 62.2%).

Percentage of Programs Requiring Specific Computer Skills



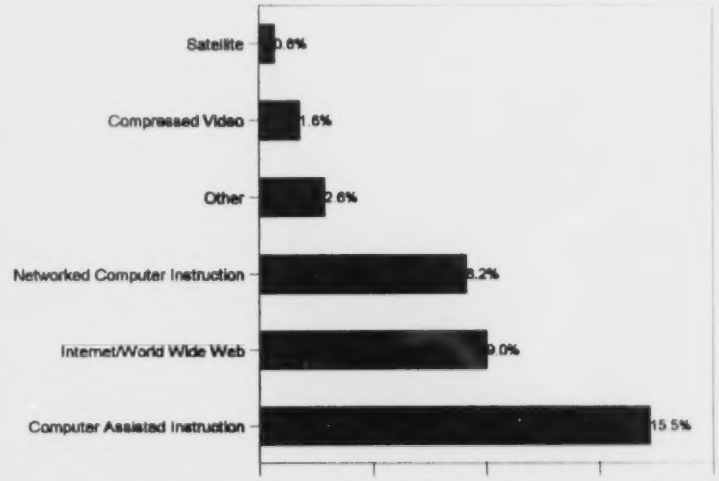
Use of Technology for Instructional Delivery 1997-98

New computer technologies offer opportunities to enhance the delivery of education. Through distance education technologies such as compressed video and satellites, educational offerings can be delivered to those who cannot come to a college campus. Also, these technologies allow schools to share the resources of expert teachers.

The Internet, in particular the World Wide Web, offers students access to people and information from all over the world. The connection of many computers on a campus through networks offers the ability to share information and educational resources in instruction.

All categories of course delivery showed increases over their 1996-97 levels. The percentage of courses delivered by means of the Internet/WWW increased from 3.8% to 9.0%, network computer course delivery increased from 5.8% to 8.2%, and computer assisted course delivery increased from 13.0% to 15.5%.

Percentage of Classes for which Technological Delivery Methods are Critical or Essential



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Productivity and Efficiency

Technology-Related Faculty Development Activities 1997-98

•West Virginia University-The Faculty Development Office sponsors grants in instructional technology designed to assist faculty in bringing relevant technology to bear on learning and teaching at the University. Recently 11 members of the WVU faculty were awarded these grants in the third year of the program. The Office of Academic Computing operates the Instructional Technology Resource Center (ITRC), which provides faculty consultation, technical assistance, and development support in the application of technology to instruction at the University. The Office of Academic Computing and the Office of Extended Learning purchased TopClass, a web server platform for the support and delivery of web based courses. Under the Oracle Academic Initiative, Oracle, Inc. will provide WVU with software, curricular materials, and training to support the use of Oracle software for database training. This can include the integration of Oracle in WVU's database related courses.

The WVU Office of Information Technology offers about 60 training workshops. Topics include word processing, database systems, spreadsheets, Internet and the World Wide Web. The Office of Academic Computing offers a specialized track focusing on instructional technology and its application in WVU courses. The Faculty Development Office sponsors a weeklong intensive program of faculty development workshops. Significant portions of these workshops deal with the development and use of instructional technology in University learning and teaching. The Office of Academic Computing hosts the WVU Technology and Computing Fair, which provides opportunities for WVU faculty and staff, and the surrounding academic community to share ideas concerning the role of information technology in higher education.

•**Potomac State College of WVU**-Has two projects in progress during the 1997-1998 academic year; the creation of a distance learning classroom and the installation of a fiber optic system to allow for expanded network capabilities in the classroom.

•**West Virginia University Institute of Technology**-An electronic classroom training seminar was offered to all faculty and faculty attended Microsoft certification training and a national meeting related to instructional technology. Faculty workshops were offered on PowerPoint, Windows95, Internet Basics and Research, E-mail, Web Page authoring, Basic and Intermediate Lotus, electronic communications using Daedalus Interchange, and on IPSI Instructional Development Software. WVUIT developed a mechanical engineering course between WVU and WVUIT using videotape and Internet "whiteboard" office hours and conducted several WVU/WVUIT joint engineering department meetings using compressed video.

•**West Virginia University at Parkersburg**-Sixteen faculty members offered courses using alternative delivery methods to about 350 students, 200 of whom would not have been able to take the classes otherwise. The student/teacher communication involved different types of technology components ranging from web page to voice mail.

More than 20 faculty were trained in technology augmented class presentation and course development, including online course preparation for offering courses via technology.

•**Marshall University**-The Lewis College of Business offered to faculty a workshop on how to set up a Web page. It also offered three courses on the Internet with an additional course for all faculty. The College offered distance learning courses for 2+2 programs and the Regents BA program. Two compressed video graduate courses will be offered in Fall 1998. In addition, grants are offered to faculty for electronic course development. Interactive software programs have been developed in the fine arts for the appreciation classes. Teaching modules in art, music and theater, and a digital image library have been linked to a college-wide server. Students of all ages are able to access courseware as diverse as the differentiation of woodwind instruments from brass instruments, to the analysis of plot in theatrical production.

In the College of Education and Human Services, faculty in the Division of HPER are in the process of developing two Internet courses in Park Resources and Leisure Services. Faculty in the College of Science received Technology Advantage grants to design tutorials in organic chemistry, a competency-based physics lab, and for web page development. The College held workshops for faculty on how to use the Banner system for advising.

•**West Virginia School of Osteopathic Medicine** -Continues to conduct a computer-assisted-instruction (CAI) project in anatomy. WVSOM has received HRSA grant funding for Web-based Wide Area Network support and administration of clinical rotations in community based training centers.

•**Bluefield State College**-Faculty workshops were conducted in Windows 95, Banner, E-mail, and Excel.

•**Concord College** -PEd interactive instruction module developed; HEd publication CD-ROM for Health text; Two Web sites established; Eleven conferences and workshops attended; Four workshops given.

•**Fairmont State College** -Faculty are provided instructional training in areas such as learning specific computer applications, understanding the World Wide Web, developing courses for distance learning, and increasing the use of technology in the classroom.

•**Glenville State College**-EBSCO Host, IPSI, PowerPoint, HTML, GIS, Gradebook software, WWW page development, distance learning course delivery, and accessing student advising information. Faculty utilized WAVE file technology in play production classes.

•**Shepherd College**-In 1997-98, faculty practiced the application of what had been learned in past workshops. There was a distinct shift to the development and use of web pages as course tools or resources. As faculty increase their skills, more independent learning occurs and colleagues are often resources.

A math professor found attendance at an Eisenhower workshop a rich resource. The chair of the music department conducted a workshop for his faculty in the use of E-mail, computer calendars, and creation of syllabi for web pages just before the beginning of the academic year.

Workshops were conducted for faculty on PowerPoint, Windows95, Java, and artificial intelligence. Faculty attended a molecular modeling workshop at Elizabethtown College.

Communications faculty have had eight training sessions on the use of PowerPoint for teaching. They intend to encourage its use by all instructors in the department. Faculty participated in an American Chemical Society workshop on two-dimensional nuclear magnetic spectroscopy. Two staff at South Branch developed web-based courses after taking technology courses at WVU.

•**West Liberty State College**-An external consultant offered a total of seven workshops for faculty with over 50 faculty members participating in one or more of the workshops.

The same consultant provided training for our School of business faculty in the use of the Internet in the classroom and is assisting our School of Liberal Arts in the development of courses that utilize current computer technology.

Professors in Physics and Biology received grants from the computer technology committee to upgrade computer use in their lectures, which included the use of the Internet, PowerPoint, exploring the potential of simulate dissection in anatomy and physiology, and enhancing computer use in biotechnology.

Arts Assembly '98 - Cyber-Studio, Technology in the Arts for Art faculty.

•**West Virginia State College**– Community and Technical College faculty attended the following conferences and training activities: Hands-On World Wide Web: Spinning Your Own Site; Information Technology: Skill Standards and Curriculum; Making Your Information Technology Wish List; IPSI Training; VLSI System Technology training; WVNET 1997 Technology and Learning Conference; Electrical Engineering and Computer Science Conference in Zlatibor, Yugoslovia; Internet Basic Workshop.

•**Southern WV Community and Technical College** -Offered training for the CourseBuilder and ExamBuilder Applications of the Instructional Performance System Inc. (IPSI), PowerPoint, Lotus 1-2-3, Windows '95, Web Page Development, E-mail using Eudora' OPAC on-line Library Catalog Software, HORIZON Library Software, Development Education Software, Multimedia in Instruction, Instructional Computing Issues and Solutions, Research on the Internet, English Instruction via Computers, Introduction to Netscape, Introduction to the Interactive Classroom, BANNER 1000 Training, WordPerfect, and conducted a Faculty Panel on Technology. Downlinked Teleconferences: Incorporating the Web into the classroom, Using Web to Enhance the Classroom, Copyright Issues on the Internet, Integrating Technology into the Classroom, and Putting Your Course Online. Sponsored faculty related conferences and workshops. WVCCA Fall Conference, Teaching/Learning conference, Instructional Computing Issues and Solutions, Distance Learning Conference, and League of Innovation's Information Technology Conference.

•**West Virginia Northern Community College**-The College conducted two summer institutes with topics including: Distance Education presentations; Corel Presentations; Digital Camera; Digital Image presentation; HTML Publishing; Basic Web Page design; Video Taping/Editing; MOO basics; Advanced MOO Command; Building on the MOO; Web and MOO as Web server; Instructional Approaches Using the MOO; Additional workshops included educational approaches using technology in four instructional settings and automated library features.

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Productivity and Efficiency

Externally Sponsored Academic Research Projects* 1997-98 Academic Year

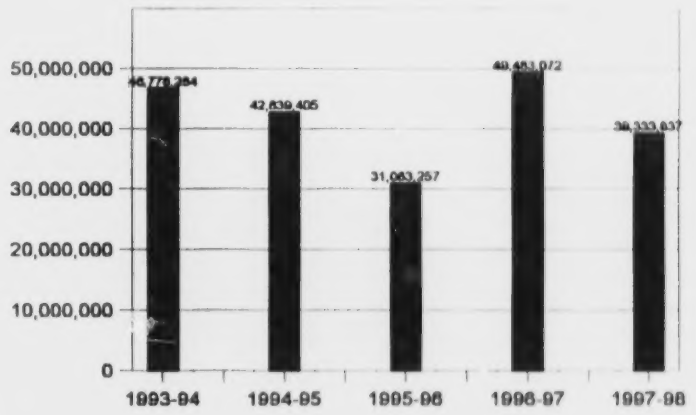
A total of 582 projects were funded irthe 1997-98 academic year. These projects involved a total of 799 faculty.

	Number of Sponsored Projects 1997-98	$ Value of Grants or Contracts for 1997-98	Total $ Value Over Entire Length of Grants/Contracts
University System			
West Virginia University*	479	$31,621,279	$122,532,401
Potomac St. Coll. of WVU	0	NA	NA
WVU Institute of Technology	4	268,000	
WVU at Parkersburg	0	NA	NA
Marshall University	69	7,151,192	35,831,993
MU Graduate College	0	NA	NA
WV School of Osteo. Med	2	26,539	54,944
System Total	550	$39,067,010	$158,687,338
State College System			
Bluefield State College	2	$24,461	$24,461
Concord College	2	107,000	617,000
Fairmont State College	6	34,972	288,678
Glenville State College	0	NA	NA
Shepherd College	1	58,850	58,850
West Liberty State College	5	13,005	13,005
West Virginia State College	2	53,000	53,000
So. WV Comm. & Tech. College	0	NA	NA
WV No. Community College	0	NA	NA
System Total	18	$91,288	$1,054,994
TOTAL	**568**	**$39,358,298**	**$159,742,332**

Annual Dollar Value of Grants and Contracts*

The annual dollar value of grants and contracts received to fund academic research projects fluctuates greatly from year to year, but has exceeded $30 million dollars in each year since 1993-94. The average dollar value over the years 1993-94 through 1997-98 is about $42 million. Reasons for the year to year variations include changes in the availability of grant funds from federal, state, and private sources, in addition to the success of faculty in obtaining funding from these sources.

Projects funded for the 1997-98 year include $300,000 for "Advanced Engine Control for Increasing Fuel Efficiency," $49,459 for "Decontamination Systems Information and Research Program," $ 287,000 for "Prevention of Secondary Conditions Related to Autism," $154,211 for "Neuroanatomy and Molecular Biology of Airway Neurons," $212,200 for "The Production and Screening of Carbon-Products Precursors from Coal," and $435,000 for "Modeling of Diffusion of Plutonium in Other Metals and of Gaseous Species in Plutonium-Based Systems."



*See Appendix

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Productivity and Efficiency

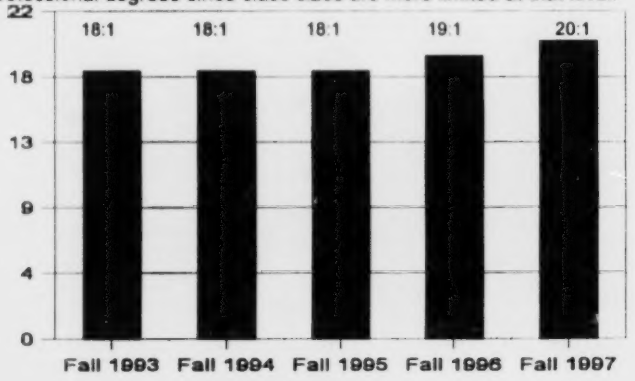
Program Approvals and Program Terminations/Suspensions July 1993-June 1998

Institutions constantly assess the programs they offer to ensure relevance. From July 1993 through June 1998, 78 new programs have received approval while 51 have been terminated or suspended by the State College and University Systems. Fifty-six approvals and twenty-five terminations occurred at the certificate and associate's level.

	Approved	Terminated /Suspended
University System		
West Virginia University		
Bachelor's	3	3
Graduate/First Prof.	6	8
Potomac State College of WVU		
Certificate and Associate's	1	0
WVU Institute of Technology		
Certificate and Associate's	1	4
Bachelor's	2	2
WVU at Parkersburg		
Certificate and Associate's	5	4
Marshall University		
Associate's	9	3
Bachelor's	3	1
Graduate/First Prof.	3	3
WV School of Osteo. Med.	0	0
System Total	33	28
State College System		
Bluefield State College		
Certificate and Associate's	9	1
Bachelor's	1	3
Concord College	0	0
Fairmont State College		
Associate's	6	4
Bachelor's	1	1
Glenville State College		
Associate's	2	2
Bachelor's	1	0
Shepherd College		
Associate's	4	0
Bachelor's	2	2
West Liberty State College		
Bachelor's	0	3
West Virginia State College		
Associate's	4	0
So. WV Comm. & Tech. College		
Associate's	8	3
WV No. Community College		
Certificate and Associate's	7	4
System Total	45	23
TOTAL	**78**	**51**

Student-Faculty' Ratios

The state-wide ratio of full-time equivalent (FTE) students to full-time equivalent (FTE) instructional faculty is starting to show a slight increase over the past five years. This ratio is typically somewhat lower for institutions offering graduate and first professional degrees since class sizes are more limited at that level.



Fall 1997

	FTE Students	FTE Faculty	FTE Students/ Faculty Ratio
University System			
West Virginia University	19,769	1,040	19:1
Potomac St. Coll. of WVU	965	37	26:1
WVU Institute of Technology	2,136	130	16:1
WVU at Parkersburg	2,242	113	20:1
Marshall University	10,513	475	22:1
MU Graduate College	799	59	13:1
WV School of Osteo. Med.	261	37	7:1
System Total	**36,685**	**1,892**	**19:1**
State College System			
Bluefield State College	1,892	100	19:1
Concord College	2,451	109	23:1
Fairmont State College	5,250	267	20:1
Glenville State College	1,927	96	20:1
Shepherd College	3,149	160	20:1
West Liberty State College	2,450	125	20:1
West Virginia State College	3,358	171	20:1
So. WV Comm. & Tech. College	1,921	89	22:1
WV No. Community College	1,499	91	17:1
System Total	**23,898**	**1,209**	**20:1**
TOTAL	**60,582**	**3,101**	**20:1**

+See Appendix

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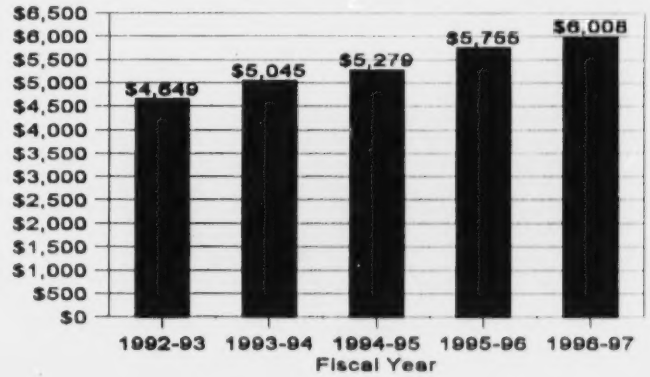
Productivity and Efficiency

Instructional Expenditures Per FTE Student

The expenditure figures shown below represent funds from all sources, including student fees, state appropriations, other governmental sources, and private gifts and grants. Instruction-related expenditures are those for Instruction and Student Services with proportional amounts added from Academic Support, Institutional Support, and Operations and Maintenance. Research and Public Service-related expenditures also include proportional amounts from Academic Support, Institutional Support, and Operations and Maintenance. Beginning with FY 1993-94, the figures are based on audited annual financial statements prepared for each institution. Instructional expenditures per full-time equivalent (FTE) student are calculated by dividing instruction-related expenditures by the annualized number of FTE students. The annualized FTE is determined by adding summer, fall, and spring FTE enrollments and dividing by two.



Educational and General Expenditures, FY 1996-97 (excludes medical schools)

	Instruction-Related	Research-Related	Public Service-Related	Total	Instructional Expenditures Per FTE Student
University System					
West Virginia University	$135,680,092	$53,625,640	$36,021,704	$225,327,436	$7,289
Potomac St. Coll. of WVU	5,897,639	0	96,361	5,994,000	6,470
WVU Institute of Technology	14,287,242	0	1,552,758	15,840,000	6,672
WVU at Parkersburg	9,546,906	0	119,094	9,666,000	4,188
Marshall University	55,346,682	5,699,736	7,580,050	68,626,468	5,557
MU Graduate College	8,772,428	14,187	214,385	9,001,000	6,676
State College System					
Bluefield State College	$11,933,925	$19,404	$664,601	$12,617,930	$6,150
Concord College	12,834,621	0	596,900	13,431,521	6,077
Fairmont State College	24,814,636	46,933	357,243	25,218,812	4,784
Glenville State College	9,746,538	0	6,011	9,752,549	4,977
Shepherd College	16,034,166	222,489	559,930	16,816,585	5,325
West Liberty State College	13,926,135	557	62,966	13,989,659	5,706
West Virginia State College	20,358,308	50,978	864,718	21,274,003	6,009
So. WV Comm. & Tech. College	9,860,594	0	329,146	10,189,740	4,782
WV No. Community College	8,525,104	0	210,514	8,735,618	5,251
University System-wide*	$228,665,590	$59,293,033	$45,946,199	$333,904,822	$6,492
State College System-wide*	$127,984,002	$345,901	$3,699,027	$132,028,930	$5,395
State-wide*	**$354,122,658**	**$61,192,663**	**$50,618,430**	**$465,933,752**	**$6,008**

*System and State-wide figures are not totals but are individual percentage calculations. The percentages for each System and the State differ. Thus, the "Total" column is the only column in which the figures sum to the appropriate totals.

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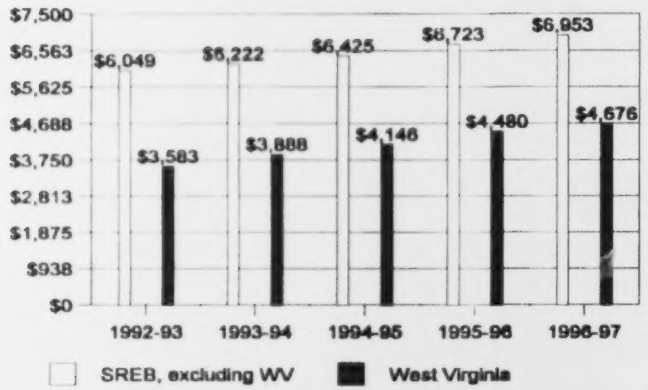
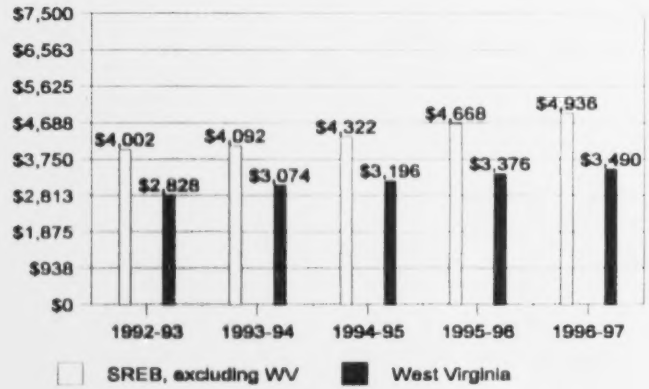
Productivity and Efficiency

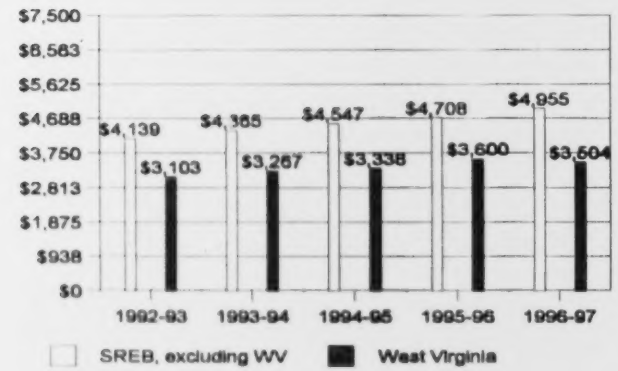
State and Local General Operating Appropriations Per FTE Student SREB Four-Year 1 Institutions*



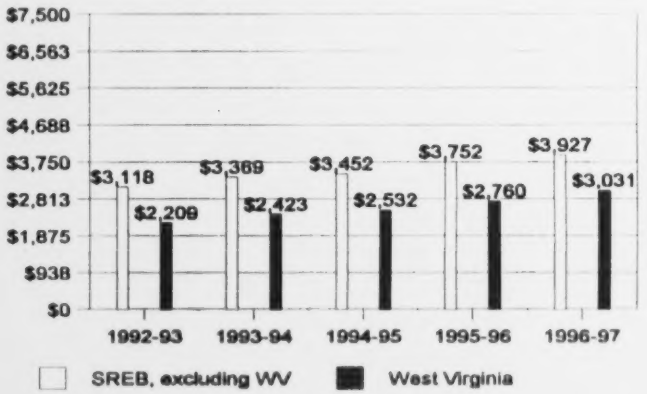
State and Local General Operating Appropriations Per FTE Student SREB Four-Year 6 Institutions*



State and Local General Operating Appropriations Per FTE Student SREB Four-Year 3 Institutions*



State and Local General Operating Appropriations Per FTE Student SREB Two-Year 1 Institutions*



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Faculty and Staff

The compensation of faculty, staff, and administrators should be established at competitive levels to attract and keep quality personnel at state institutions of higher education.

Full-Time Instructional Faculty By Academic Rank
(excludes medical and dental faculty)
Fall 1997

	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer and Other		Total	Average Salary
	#	%	#	%	#	%	#	%	#	%		
University System												
West Virginia University	307	40%	240	31%	199	26%	16	2%	11	1%	773	$51,927
Potomac State College of WVU	14	41%	13	38%	5	15%	2	6%	0	0%	34	$38,373
WVU Institute of Technology	51	41%	37	30%	19	15%	16	13%	0	0%	123	$40,666
WVU at Parkersburg	34	44%	20	26%	13	17%	10	13%	0	0%	77	$38,469
Marshall University	168	41%	122	30%	102	25%	19	5%	0	0%	411	$43,826
MU Graduate College	16	42%	16	42%	2	5%	4	11%	0	0%	38	$52,203
System Total	**590**	**41%**	**448**	**31%**	**340**	**23%**	**67**	**5%**	**11**	**1%**	**1,456**	**$47,668**
State College System												
Bluefield State College	23	29%	30	38%	20	25%	7	9%	0	0%	80	$38,464
Concord College	28	29%	22	22%	37	38%	11	11%	0	0%	98	$37,084
Fairmont State College	59	31%	54	28%	53	28%	25	13%	0	0%	191	$41,665
Glenville State College	12	17%	26	37%	29	41%	3	4%	0	0%	70	$37,613
Shepherd College	36	29%	34	27%	34	27%	4	3%	16	13%	124	$40,978
West Liberty State College	37	31%	62	52%	16	13%	3	3%	1	1%	119	$39,754
West Virginia State College	24	17%	41	30%	50	36%	24	17%	0	0%	139	$34,304
So. WV Comm. & Tech. College	9	17%	16	30%	17	32%	11	21%	0	0%	53	$35,314
WV Northern Community College	29	44%	12	18%	13	20%	3	5%	9	14%	66	$35,604
System Total	**257**	**27%**	**297**	**32%**	**269**	**29%**	**91**	**10%**	**26**	**3%**	**940**	**$38,408**
TOTAL	**847**	**35%**	**745**	**31%**	**609**	**25%**	**158**	**7%**	**37**	**2%**	**2,396**	**$44,035**

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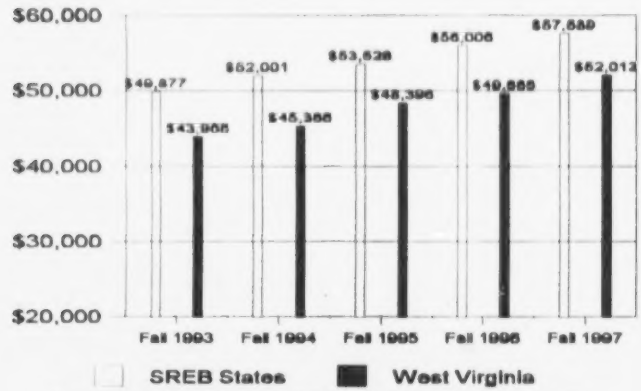
Faculty and Staff

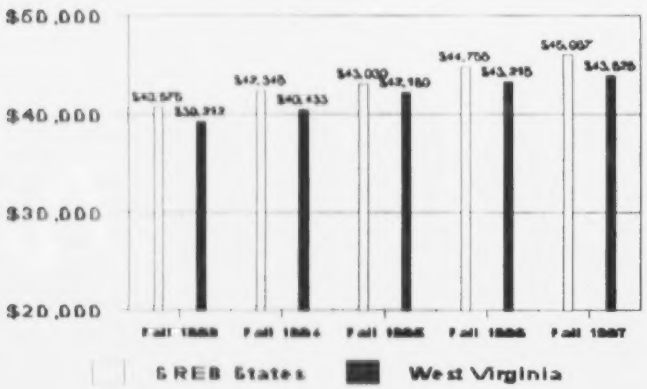
Average Salaries of Full-Time Instructional Faculty SREB Four-Year 1 Institutions*

This graph compares the average faculty salary at West Virginia University with the average for all 15 Southern Regional Education Board (SREB) states.



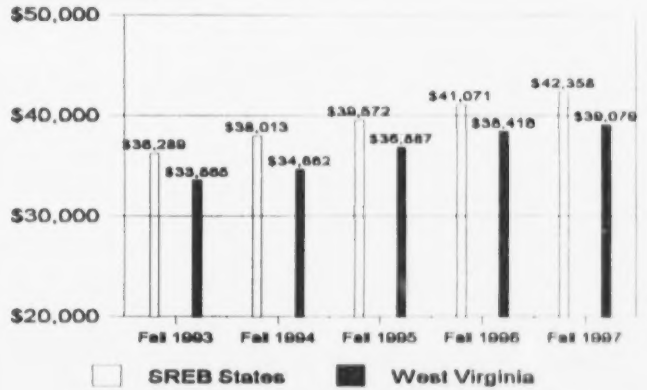
Average Salaries of Full-Time Instructional Faculty SREB Four-Year 3 Institutions*

Marshall University's average faculty salary is compared with the regional average for all 15 SREB states.



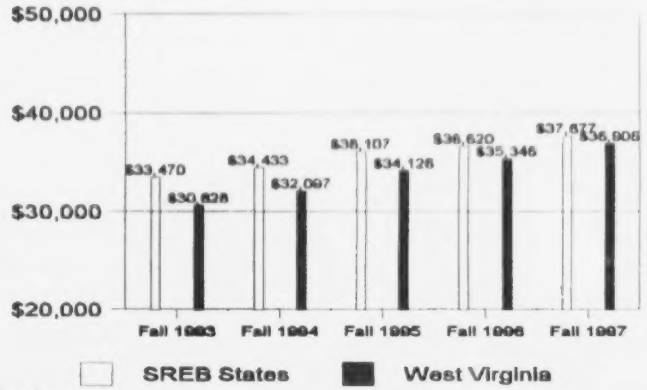
Average Salaries of Full-Time Instructional Faculty SREB Four-Year 6 Institutions*

The average faculty salary for West Virginia's public four-year institutions is compared with the SREB regional average.



Average Salaries of Full-Time Instructional Faculty SREB Two-Year 1 Institutions*

This graph compares the average faculty salary for West Virginia's two free-standing community and technical colleges and the two regional campuses of WVU with the regional average within SREB.



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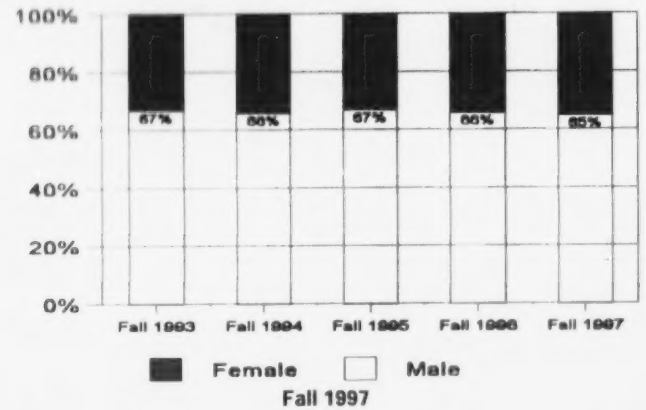
Faculty and Staff

Full-Time Instructional Faculty: Gender (excludes medical and dental faculty)

Over the past five years, the percentage of full-time instructional faculty who are female has remained relatively stable at about 34%.

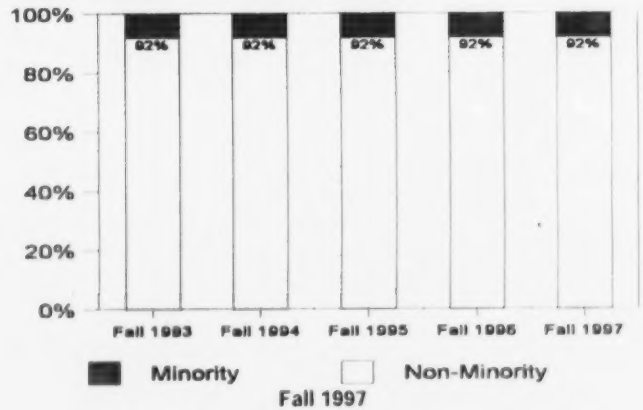


Fall 1997

	Full-Time Instructional Faculty	Females	%
University System			
West Virginia University	773	212	27%
Potomac St. Coll. of WVU	34	9	26%
WVU Institute of Technology	123	36	29%
WVU at Parkersburg	77	33	43%
Marshall University	411	157	38%
MU Graduate College	38	9	24%
System Total	**1,456**	**456**	**31%**
State College System			
Bluefield State College	80	34	43%
Concord College	98	33	34%
Fairmont State College	191	69	36%
Glenville State College	70	27	39%
Shepherd College	124	46	37%
West Liberty State College	119	43	36%
West Virginia State College	139	64	46%
So. WV Comm. & Tech. College	53	26	49%
WV No. Community College	66	40	61%
System Total	**940**	**382**	**41%**
TOTAL	**2,396**	**838**	**35%**

Full-Time Instructional Faculty: Ethnicity (excludes medical and dental faculty)

The percentage of full-time instructional faculty who are minorities has remained constant at 8% over the past five years.



Fall 1997

	Full-Time Instructional Faculty	Minorities*	%
University System			
West Virginia University	773	86	11%
Potomac St. Coll. of WVU	34	2	6%
WVU Institute of Technology	123	13	11%
WVU at Parkersburg	77	5	6%
Marshall University	411	36	9%
MU Graduate College	38	2	5%
System Total	**1,456**	**144**	**10%**
State College System			
Bluefield State College	80	6	8%
Concord College	98	4	4%
Fairmont State College	191	10	5%
Glenville State College	70	1	1%
Shepherd College	124	10	8%
West Liberty State College	119	3	3%
West Virginia State College	139	22	16%
So. WV Comm. & Tech. College	53	2	4%
WV No. Community College	66	1	2%
System Total	**940**	**59**	**6%**
TOTAL	**2,396**	**203**	**8%**

*Non-resident aliens are not included in the percentage of minority faculty for this report.

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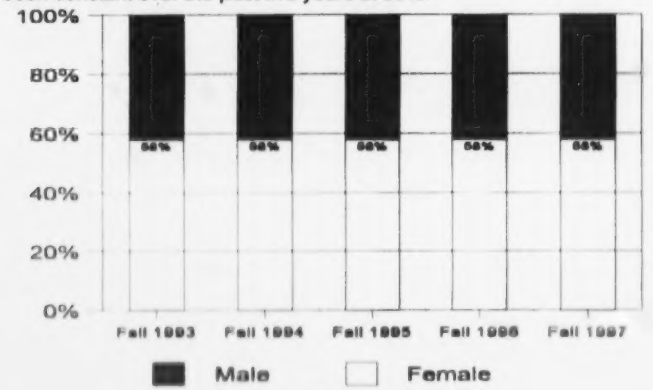
Faculty and Staff

Full-Time Classified Staff*: Gender

The percentage of full-time (1.0 FTE) classified staff who arefemale has been constant over the past five years at 58%.



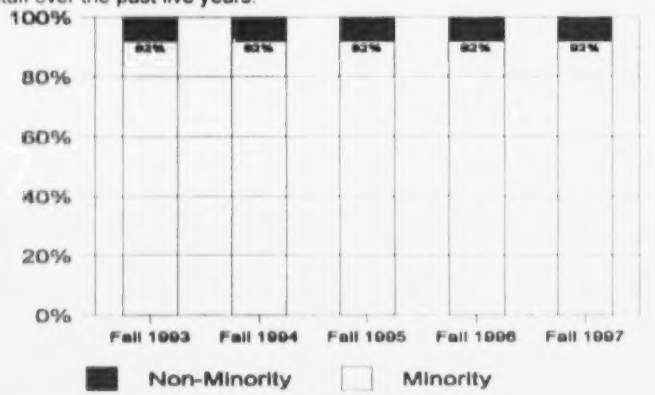
Fall 1997

	Full-Time Classified Staff	Females	%
University System			
West Virginia University	2,556	1,448	57%
Potomac St. Coll. of WVU	55	25	45%
WVU Institute of Technology	136	71	52%
WVU at Parkersburg	86	51	59%
Marshall University	637	407	64%
MU Graduate College	42	33	79%
WV School of Osteo. Med.	94	54	57%
System Total	**3,606**	**2,089**	**58%**
State College System			
Bluefield State College	111	62	56%
Concord College	121	62	51%
Fairmont State College	202	117	58%
Glenville State College	87	49	56%
Shepherd College	144	86	60%
West Liberty State College	117	57	49%
West Virginia State College	231	132	57%
So. WV Comm. & Tech. College	88	58	66%
WV No. Community College	69	47	68%
System Total	**1,170**	**670**	**57%**
TOTAL	**4,776**	**2,759**	**58%**

*Includes only those staff employed for a full 1,950 hours per year (1.0 FTE).

Full-Time Classified Staff*: Ethnicity

Minorities have comprised approximately 8% of full-time (1.0 FTE) classified staff over the past five years.



Fall 1997

	Full-Time Classified Staff	Minorities**	%
University System			
West Virginia University	2,556	147	6%
Potomac St. Coll. of WVU	55	5	9%
WVU Institute of Technology	136	11	8%
WVU at Parkersburg	86	0	0%
Marshall University	637	73	11%
MU Graduate College	42	4	10%
WV School of Osteo. Med.	94	6	6%
System Total	**3,606**	**246**	**7%**
State College System			
Bluefield State College	111	14	13%
Concord College	121	3	2%
Fairmont State College	202	18	9%
Glenville State College	87	1	1%
Shepherd College	144	27	19%
West Liberty State College	117	1	1%
West Virginia State College	231	83	36%
So. WV Comm. & Tech. College	88	3	3%
WV No. Community College	69	4	6%
System Total	**1,170**	**154**	**13%**
TOTAL	**4,776**	**400**	**8%**

**Non-resident aliens are not included in the percentage of minority staff for this report.

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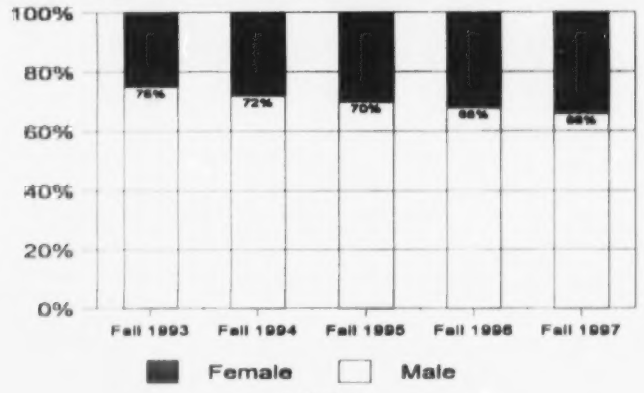
Faculty and Staff

Full-Time Non-Classified Staff*: Gender

The percentage of full-time (1.0 FTE) non-classified staff who are female has risen from 25% in Fall 1993 to 34% in Fall 1997.



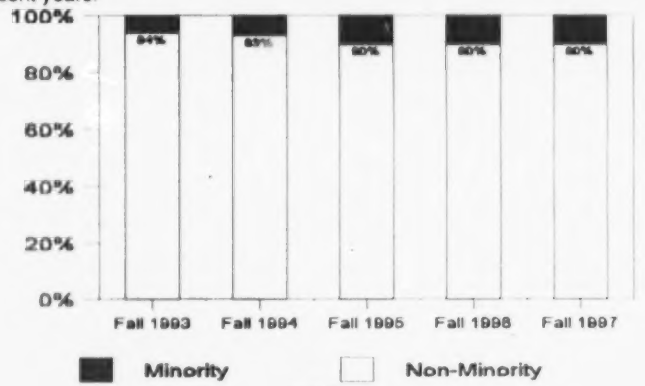
Fall 1997

	Full-Time Non-Classified Staff	Females	%
University System			
West Virginia University	166	65	39%
Potomac St. Coll. of WVU	5	1	20%
WVU Institute of Technology	6	2	33%
WVU at Parkersburg	7	2	29%
Marshall University	98	37	38%
MU Graduate College	11	2	18%
WV School of Osteo. Med.	6	1	17%
System Total	**299**	**110**	**37%**
State College System			
Bluefield State College	10	4	40%
Concord College	15	4	27%
Fairmont State College	11	3	27%
Glenville State College	18	3	17%
Shepherd College	12	4	33%
West Liberty State College	20	2	10%
West Virginia State College	26	7	27%
So. WV Comm. & Tech. College	11	3	27%
WV No. Community College	9	5	56%
System Total	**132**	**35**	**27%**
TOTAL	**431**	**145**	**34%**

*Includes only those staff employed for a full 1,950 hours per year (1.0 FTE).

Full-Time Non-Classified Staff*: Ethnicity

The percentage of full-time (1.0 FTE) non-classified staff who are minorities was approximately 7% in the early 1990's but has increased to 10% in more recent years.



Fall 1997

	Full-Time Non-Classified Staff	Minorities**	%
University System			
West Virginia University	166	19	11%
Potomac St. Coll. of WVU	5	0	0%
WVU Institute of Technology	6	0	0%
WVU at Parkersburg	7	1	14%
Marshall University	98	8	8%
MU Graduate College	11	0	0%
WV School of Osteo. Med.	6	0	0%
System Total	**299**	**28**	**9%**
State College System			
Bluefield State College	10	1	10%
Concord College	15	0	0%
Fairmont State College	11	0	0%
Glenville State College	18	0	0%
Shepherd College	12	0	0%
West Liberty State College	20	0	0%
West Virginia State College	26	15	58%
So. WV Comm. & Tech. College	11	0	0%
WV No. Community College	9	1	11%
System Total	**132**	**17**	**13%**
TOTAL	**431**	**45**	**10%**

**Non-resident aliens are not included in the percentage of minority staff for this report.

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Faculty and Staff

Faculty Turnover

	Full-Time Instructional Faculty Fall 1996	Full-Time Instructional Faculty Not Returning to the Institution Fall 1997	
	#	#	%
University System			
West Virginia University	1,372	166	12%
Potomac St. Coll. of WVU	36	4	11%
WVU Institute of Technology	120	10	8%
WVU at Parkersburg	75	2	3%
Marshall University	525	34	6%
MU Graduate College	44	6	14%
WV School of Osteo. Med.	35	1	3%
System Total	**2,207**	**223**	**10%**
State College System			
Bluefield State College	79	1	1%
Concord College	89	5	6%
Fairmont State College	189	16	8%
Glenville State College	70	6	9%
Shepherd College	120	6	5%
West Liberty State College	125	5	4%
West Virginia State College	137	17	12%
So. WV Comm. & Tech. College	59	9	15%
WV No. Community College	66	5	8%
System Total	**934**	**70**	**7%**
TOTAL	**3,141**	**293**	**9%**

Classified Staff Turnover

	Full-Time Classified Staff Fall 1996	Full-Time Classified Staff Not Returning to the Institution Fall 1997	
	#	#	%
University System			
West Virginia University	2,813	326	12%
Potomac St. Coll. of WVU	55	2	4%
WVU Institute of Technology	143	13	9%
WVU at Parkersburg	90	7	8%
Marshall University	657	47	7%
MU Graduate College	55	16	29%
WV School of Osteo. Med.	94	4	4%
System Total	**3,907**	**415**	**11%**
State College System			
Bluefield State College	114	9	8%
Concord College	120	6	5%
Fairmont State College	206	11	5%
Glenville State College	91	10	11%
Shepherd College	148	11	7%
West Liberty State College	122	11	9%
West Virginia State College	230	20	9%
So. WV Comm. & Tech. College	88	8	9%
WV No. Community College	75	9	12%
System Total	**1,194**	**95**	**8%**
TOTAL	**5,101**	**510**	**10%**

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Campus Security

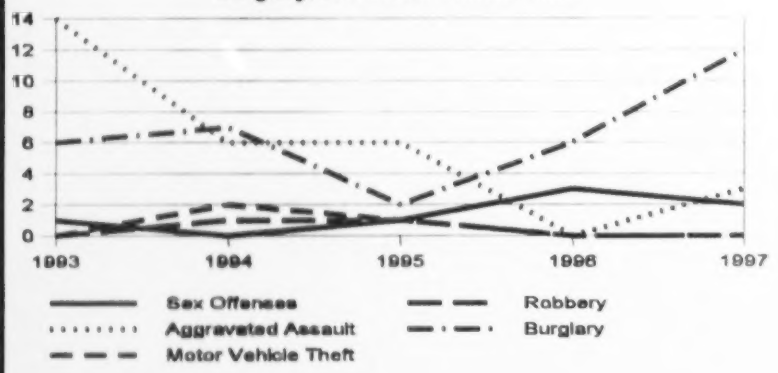
On the average, the campuses have experienced little change in the crime picture from 1996 to 1997 with the exception of burglaries and arrests for drug violations. Burglaries have decreased and the arrests for burglaries have increased. Explanations offered include the hiring of additional law enforcement officers and the arrest of one person who was suspected of having committed many burglary offenses. Arrests for drug violations have declined. At one institution, the main reason cited was the President's Zero Tolerance Program.

Individually,two institutions show decreases in the number of arrests for liquor violations, once again crediting the President's Zero Tolerance Program and the other explaining that clarification of reporting instructions resulted in lower figures for 1997. Another institution related their "increase" in arrests for liquor violations to these offenses currently being handled in magistrate court, where citations are issued, instead of through college administration where they would not be reported as arrests.

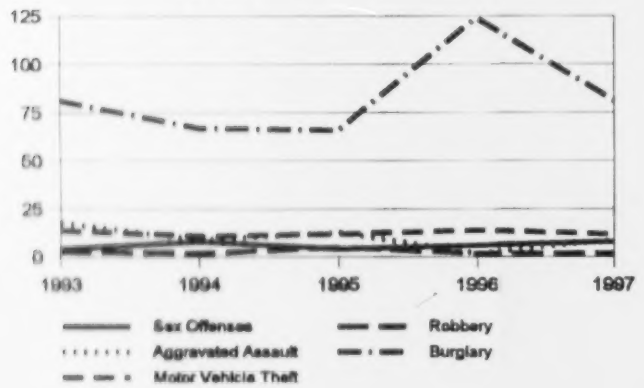
One campus attributed their decrease in motor vehicle thefts to the arrest of two individuals who, it is thought, were responsible for several motor vehicle thefts. They also credited their overall reduction in crime to the hiring of additional officers.

Bear in mind that size, type of institution, geographic location, existence and size of resident population, and the presence of either full-fledged campus police departments or security units which utilize other police agencies are important variables to be considered for appropriate interpretation.

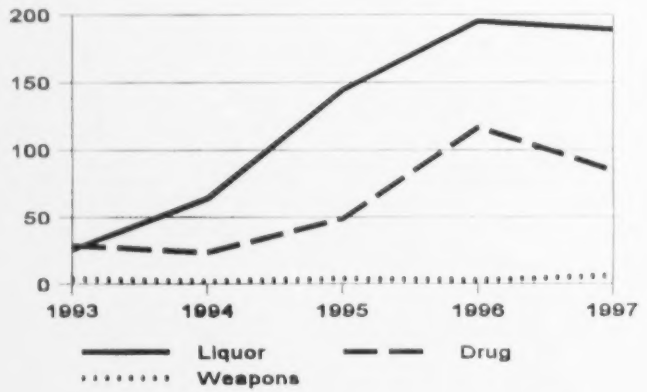
Arrests: Sex Offenses, Robbery, Aggravated Assault, Burglary, and Motor Vehicle Theft



Actual Crimes: Sex Offenses, Robbery, Aggravated Assault, Burglary, and Motor Vehicle Theft



Arrests: Liquor, Drug, and Weapons Violations



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Campus Security

	Sex Offenses		Robbery		Aggrav. Assault		Burglary		Motor Vehicle Theft		Liquor	Drug	Weapons
	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Crimes	Arrests	Arrests	Arrests	Arrests
University System													
West Virginia University	4	0*	1	0	2	0	20	1	5	0	10	43	1
Potomac State College of WVU	1	0			1	1	1	0			37	9	
WVU Institute of Technology							3	0					
WVU at Parkersburg													
Marshall University	2	1	1	0			10	0	6	0	79	19	3
MU Graduate College													
WV School of Osteo. Med.													
System Total	**7**	**1**	**2**	**0**	**3**	**1**	**34**	**1**	**11**	**0**	**126**	**71**	**4**
State College System													
Bluefield State College							2	1					
Concord College							7	1					
Fairmont State College							4	0				1	
Glenville State College					1	1	9	7			8	1	
Shepherd College							14	1	1	0	44	7	
West Liberty State College					2	0	5*	0			11	1	
West Virginia State College	1	1			3	1	6	1				4	2
So. WV Comm. & Tech. College													
WV No. Community College													
System Total	**1**	**1**	**0**	**0**	**6**	**2**	**47**	**11**	**1**	**0**	**63**	**14**	**2**
TOTAL	**8**	**2**	**2**	**0**	**9**	**3**	**81**	**12**	**12**	**0**	**189**	**85**	**6**

*Also, one case was cleared in 1997 from a prior reporting period.

Health Sciences and Rural Health Partnerships

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

School of Medicine

Mission-Related Goals

- To provide a high quality education and stimulate interest of medical students in the primary care fields, rural health care, prevention, and healthy lifestyles. The School promotes interdisciplinary campus and community-based self-directed learning; rewards and values teaching contributions; and is dedicated to educating health care leaders for tomorrow.
- To provide high quality health care through a fully integrated, cost effective health care delivery system which sets standards of care.
- To lead in the development of programs which maximize the state's investment in education by focusing on healthier communities, with special emphasis on high quality rural health care delivery and support to health providers.
- To focus both basic and clinical research in broad based interdisciplinary areas, and clinical research in health systems, with special emphasis on rural health and other research which benefits the people of the state.
- To govern and manage the School with emphasis on high quality outcomes, effective performance and efficient use of resources, recognizing the importance of its human resources; encouraging internal cooperation; ensuring adequate financial resources; seeking to develop an environment which encourages social justice and diversity; engaging in substantive cost reduction activities; developing technology and management information; and monitoring and responding to market pressures and changes.

Curriculum

- First year medical students participate in weekly problem-based learning sessions that expose them to patient cases and require them to go out and seek information on their own.
- During the first year, medical students "shadow" family physicians in their practices.
- Between the first and second years of medical school, students participate in summer programs where they learn what it is to be a primary care physician.

Student Recruitment

- The School of Medicine participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Recruiters from the Health Sciences Center visit annually almost all of the colleges within West Virginia and the surrounding area.
- School of Medicine representatives are requested by several high schools throughout the state to speak at Health Career days. West Virginia University Days in various parts of the state are attended by medical school recruiters.
- The school has a complete set of programs designed to increase the skills and interests of minority students and disadvantaged Appalachian students in health sciences.
- A website is provided at www.hsc.wvu.edu/som/ for students with on-line capability.

Primary Care Activities

- In the third year, at least four weeks (one month) are spent in a community-based setting in West Virginia.
- Students have a rural primary care experience of at least eight weeks (two months) in their fourth year.
- Students participate in primary care student interest groups.
- The Visiting Clinician Program supports rural physicians and provides enhanced educational opportunities for medical students and residents interested in primary care.
- WVU operates a 24-hour, toll-free hotline linking faculty physicians with other practitioners (Medical Access and Referral System [MARS])

- Mountaineer Doctor Television (MDTV) allows rural hospitals and physicians throughout West Virginia instant access to the medical and technological resources of the Health Sciences Center over a two-way communications network.

Recruitment to Underserved Areas

- The Health Sciences Center Office of Rural Health is involved in a variety of projects designed to increase the number of our graduates practicing in health professions shortage areas (e.g., Community Scholarship Program, Rural Graduate Medical Education Demonstration Project, and Rural Primary Care Fellowship Program).
- Two representatives from the WVU School of Medicine currently serve on the state's Physician Recruitment and Retention Committee.

Alumni

- Forty-seven percent of the 1998 graduates began residencies in West Virginia.
- Over the past four years, more than 60% of graduates began primary care residencies, 63% in 1998, 63% in 1997, 56% in 1996, and 62% in 1995.
- Of all graduates since 1987-1994, 38% are in West Virginia. Of these graduates in West Virginia, 36% are in primary care specialties.
- Seventy percent of all alumni are involved with School of Medicine activities; e.g., visiting committees, visiting professors, visiting clinicians, clinical faculty, members of the School of Medicine Alumni Association, and student programs such as the White Coat Ceremony, the Welcoming Breakfast, orientations, recruitment, and parent/family programs.
- We have outstanding graduates, nationally and internationally recognized in academic medicine, research, and patient care. Though too numerous to mention all, listed here are some of the most recently noted.
- Margaret Anne Kessinger, M.D. '67, Distinguished Alumna for 1998. Dr. Kessinger is professor and chief of the oncology/hematology section at the University of Nebraska. She is a pioneer in bone marrow transplantation, being the first person in the nation to perform a transplant, and among the first in the world to establish a transplant program.
- Margaret C. Heagarty, MD '59, professor of pediatrics at Columbia University College of Physicians and Surgeons and director of Pediatrics at Harlem City Hospital. She is a nationally recognized expert on HIV in children. She has established a home for AIDS children and has done extensive work to provide playgrounds and safe areas for the children of Harlem.
- Linda Lewis, MD '66, is Associate Dean for Student Affairs at the Columbia University College of Physicians and Surgeons.
- More than 300 WVU graduates are on faculties of the nation's medical schools.
- Robert D. Hess, MD '56, was selected by the West Virginia Association of Family Physicians as "Family Doc" for the year 1997.

Faculty and Student Scholarship

- Many faculty are nationally recognized in their respective discipline areas, serving on editorial boards, peer review panels, and holding national office in professional associations.
- In FY 98, $593,026 in scholarships were awarded to students in the M.D. degree program. For FY 97, the awards amounted to $4,824,573.

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

School of Nursing

Mission-Related Goals

- To provide high quality programs which prepare health care providers and leaders for the future and contribute to setting a national standard in multidisciplinary, rural community-based, self-directed education.
- To increase scholarly inquiry including funded research with special emphasis on rural health delivery and health services research.
- To provide high quality health care through the utilization of Advanced Practice Nurses within the fully integrated health care delivery system. Emphasis is on health promotion/risk reduction, health restoration and health systems, directed toward rural populations and vulnerable groups.
- To maintain an organizational structure which uses creative leadership in the attainment of high quality outcomes and effective use of resources.
- To provide leadership in improving the health status of West Virginians and meeting the needs of health care professionals in West Virginia through faculty activity in health care and professional activities at the School, University, state, national, and international levels.

Curriculum

- Revised undergraduate and graduate curricula incorporate the West Virginia Rural Health Education Program objectives, critical thinking, and caring and prepare students for nursing practice today and in the twenty-first century.
- Selected courses are offered throughout the state via Mountaineer Doctor Television or SATNET, allowing many students to learn and practice nursing in rural sites and often near their home.
- Development of alternative tracks is complete. The master of science in nursing programs for registered nurses and non-nurse college graduates have been submitted for approval.
- The intent to plan a doctoral program in nursing has been approved. The program proposal is under development.

Student Recruitment

- The School of Nursing participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Participate in recruitment fairs, high school college days, and individually scheduled activities for prospective students, both on and off campus.
- Participate in advising workshop for high school guidance counselors and science teachers.
- Provide attractive, up-to-date presentation program materials to high schools, clubs, and individuals upon request.
- A website is provided at www.hsc.wvu.edu/son/ for students with on-line capability.

Primary Care Activities

- The School of Nursing Faculty Practice plan and the initiation of a clinical track for faculty increased the number of faculty providing primary care services to clients. Nine faculty are currently providing direct primary care services and nine others are providing specialty services (e.g., counseling victims of abuse/domestic violence, hospice services, etc.).
- All undergraduate and graduate students have experiences in rural primary care sites. Undergraduate students spend from one semester to one year in rural sites.

- All graduate students do their precepted clinical experiences in rural primary sites.

Recruitment to Underserved Areas

- Continued support of joint B.S. degree program in nursing with Glenville State College and Potomac State College that recruits students from underserved areas who tend to return there to practice.
- Delivery of graduate courses focusing on rural primary health care via extended learning technologies which allows nurses to upgrade their skills and practice at a higher level in their own rural area.
- Expansion of RN to BSN program to WVUIT promotes upgraded skills and practice in that rural area. Plans to institute the basic program at WVUIT will also enhance recruitment of qualified nurses to that region.

Alumni

- Lois K. Evans, DNSc, RN, FAAN is Director of the Penn Nursing Network, Professor and Viola MacInnes/Independence Chair in Nursing, and Fellow, Institute on Aging at the University of Pennsylvania School of Nursing.
- Joyce M. Yasko, Ph.D., RN, FAAN is Associate Director for Clinical Programs and Network Administration at the University of Pittsburgh Cancer Institute.
- Diana J. Mason, Ph.D., RN, FAAN is Professor and Associate Dean for Graduate Studies at Lienhard School of Nursing of Pace University in Pleasantville, New York. Dr. Mason is the immediate past Director of Nursing Education and Research for Beth Israel Medical Center in New York City.
- Fully 53% (1,705) of the School's 3,219 graduates are currently residing in West Virginia.

Faculty and Student Scholarship

- One hundred ninety-seven undergraduate students received $1,314,345 in scholarships. This does not include Presidential or Leadership tuition waivers.
- Twenty-six graduate students received $174,874 in scholarships.

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

School of Pharmacy

Mission-Related Goals

- To implement a professional education program which empowers graduates to provide improved pharmaceutical care.
- To strengthen the graduate program to enhance scholarship and improve research funding.
- To enhance service programs which address current and emerging health care issues.
- To enhance management to optimize resources for support of improved teaching, research, and service missions.

Curriculum

- To provide the opportunity for student to earn the Pharm.D. degree.
- To provide the opportunity for students in the Basic Science in Pharmacy program to track into the Pharm.D. degree curriculum.
- To implement a non-traditional program for pharmacy practitioners in West Virginia to earn the Pharm.D. degree.
- To complete the transition from a bachelor's degree program to an entry level Doctor of Pharmacy (Pharm.D.) program, effective August 1998.
- To integrate problem-based learning methods into current basic science course work and as a foundation for development of the entry level Pharm. D. curriculum.
- Continue to establish and enhance student practice experience in community and hospital pharmacy sites throughout the state.
- Use of Mountaineer Doctor Television, IVIN, and other distance learning modalities for continuing education programs.

Student Recruitment

- The School of Pharmacy participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- Participation in University and Health Sciences Center visitation programs for high school students and families.
- Interviews with students/parents visiting WVU.
- Participation in Freshman Orientation to address parents and advise pre-pharmacy students.
- Participation in WVU Honors Program recruitment and advising activities.
- Participation in the Health Sciences Center college visitation program.
- Participation in Health Sciences Center high school student visitation program, including programs held on and off campus.
- Participation in high school career day programs.
- Pre-pharmacy Orientation program.
- More than 95% of students admitted are West Virginia residents.
- A website is provided at www.hsc.wvu.edu/sop/ for students with on-line capability.

Primary Care Activities

- All students receive a minimum of three months of practical training with rural providers.
- More than 50 rural sites are utilized in the externship program.
- Cabin Creek Health Center pharmacy is managed by a School of Pharmacy practitioner faculty member.
- Preceptors provide pharmaceutical care services at West Virginia Rural Health Education Program practice sites.

Recruitment to Underserved Areas

- Sixty-eight percent of 1997 graduates chose to practice in rural areas.
- Sixty-eight percent of 1997 graduates chose to remain in West Virginia.
- Over the last eight years, an average of 70% to 75% of graduates reported as remaining in West Virginia.

Alumni

- More than 170 alumni serve as externship preceptors.
- Alumni volunteer to serve as guest lecturers.
- Two alumni serve on the 20-member American Pharmaceutical Association Board of Directors.

Faculty and Student Scholarship

- Thirty-seven thousand dollars in scholarships awarded to 59 students for 1997-1998.
- Faculty have received national recognition and awards.
- Charles D. Ponte, Pharm.D., Professor of Clinical Pharmacy and Family Medicine has been appointed by APhA to serve on the Steering Committee of the National Diabetes Education Program.
- Dawn Bell, Pharm.D., Assistant Professor of Clinical Pharmacy has been elected Secretary of the Cardiology Practice Research Network of the American College of Clinical Education.
- Eugene H. Makela, Pharm.D., Associate Professor of Clinical Pharmacy has been appointed by ASHP to serve on the APhA Board of Pharmaceutical Specialties Specialty Council on Psychiatric Pharmacy Practice.
- David A. Riley, Ed.D., Professor Emeritus of the School of Pharmacy received the William Blockstein Award of Merit in Pharmacy Continuing Education at the 98th Annual Meeting of the American Association of Colleges of Pharmacy.

Outreach Activities

- Drug Information Center (Morgantown) provides service to health professionals and law enforcement personnel throughout the state.
- Poison Control Center (Charleston) directed by faculty member. In FY 96 the P.C.C. answered 18,347 exposure calls and 13,391 information calls.
- Project to establish a partnership between pharmacies and county health departments to improve the immunization rate of infants in rural areas.
- The Rational Drug Therapy Program (with the West Virginia Bureau of Medical Services) reviews and improves drug utilization by Medicaid patients.
- New drug database for WV Consult provided by a faculty member.

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WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

School of Dentistry

Mission-Related Goals

- To provide the people of West Virginia with an oral health center for education, research, and service activities and to contribute to and improve the dental health of all people, especially the citizens of West Virginia.
- To provide residency and graduate programs to train qualified oral health providers in advanced and specialty practice.
- To provide a research base for the state that generates continually updated knowledge in the provision of care and the prevention of disease.

Curriculum

- Students receive a clinical education that is both strong in skill development and broad in scope.
- Community involvement is a major thrust with both required and extended elective opportunities to experience health care delivery in rural settings.
- Increasing use is being made of technological linkages, such as Mountaineer Doctor Television, between the school and practitioners in remote areas of the state.

Student Recruitment

- The School of Dentistry participates in community and campus-based partnerships (HSTA and HCOP Programs) which offer academic enrichment and social support toward higher education and health professions.
- A standing Subcommittee on Recruitment reviews a survey instrument administered to all admissions candidates each year, and uses the information to measure benchmark attainment and to make appropriate program changes.
- The School is part of the Health Sciences Center Recruitment Team which visits all undergraduate campuses in the state to provide information and encouragement relative to health sciences careers.
- The School is an active participant in several programs that are conducted each year at the Robert C. Byrd Health Sciences Center to increase participation of minority and economically disadvantaged students in preparation for health careers.
- A website is provided at www hsc.wvu edu/sod/ for students with on-line capability.

Primary Care Activities

- During the 1997-98 academic year, dental and dental hygiene students at rural sites provided the following primary care activities:
  - 4,510 patient contacts.
  - 14,826 clinical procedures.
  - 493 community outreach activities which impacted 15,374 West Virginia citizens.

Recruitment to Underserved Areas

- The Assistant Dean for Alumni Affairs, Public Relations, and Recruitment maintains a placement service for dentists/communities seeking general practitioners.
- There are currently no dentally underserved areas in the state. The school is providing a steady-state replacement for retiring practitioners.

Alumni

- Approximately 71% of the practicing dentists in West Virginia are alumni of the WVU School of Dentistry

- The School of Dentistry Visiting Committee consists of 30 dental alumni and ten dental hygiene alumni. They meet twice a year with administration and faculty of the school.
- A mailed alumni survey is done each year to provide key information for the curriculum outcomes assessment process

Faculty and Student Scholarship

- A Research Convocation is held each year to recognize on-going faculty and student research efforts
- An Awards Convocation is held each year to recognize student scholastic achievement.
- Students are given curricular credit for community service. Faculty may use such credits toward meeting the requirements for promotion
- Dr. Richard Crout (Professor and Director of Research, Dept. of Periodontics) is a member of the A. D. A. Council of Dental Research. Dr. Crout is also actively engaged in externally funded clinical trial drug studies.
- Dr. Arthur John Beaumont, professor of Prosthodontics, is a nominee for the 1997-98 West Virginia University Outstanding Teacher Award

WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

Medical Students

	1993-94	1994-95	1995-96	1996-97	1997-98
STUDENTS					
APPLICANTS					
In-State	212	245	278	327	257
Total	1,675	1,917	1,792	1,121	1,128
ACCEPTANCES ISSUED					
In-State	88	108	103	102	103
Total	94	115	109	110	109
FIRST YEAR NEW ENROLLMENT					
In-State	82	85	85	83	81
Total	88	88	88	88	86
TOTAL MED. STUDENTS	341	351	354	349	356
Underrepresented Minorities *	8	10	10	11	9
Dismissed Poor Academic Standing	0	0	4	0	1
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	0	1	0	0
Transfers from LCME Schools	4	0	0	0	2
Transfers from Non-LCME Schools	0	0	0	0	0
RESIDENTS	248	263	266	272	256
CLINICAL FELLOWS	17	21	24	18	19
HOUSE STAFF (ACGME Residents & Fellows and Non-ACGME Fellows)	265	284	290	290	275
PRE-DOCTORAL DEGREE CANDIDATES (Ph. D.)	66	62	85	70	68
POST-DOCTORAL BASIC SCIENCE	6	10	5	23	13
TOTAL FULL-TIME FACULTY	510	486	503	484	483
Basic Science	74	73	74	69	68
Clinical Science	436	413	429	415	415
FEES					
Tuition & Fees, In-State	$7,272	$7,680	$7,980	$8,380	$8,672
Tuition & Fees, Out-Of State	$17,166	$18,758	$19,714	$20,714	$21,748
Average Final Year Student Indebtedness	$51,070	$51,470	$62,010	$70,260	$68,693
ENTERING CLASS DATA					
Mean GPA	3.43	3.55	3.61	3.61	3.55
Mean MCAT Scores					
Biology/Biological Science	8.8	8.8	9.1	9.1	9.4
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	8.1	8.5	8.9	8.7	8.7
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	8.3	8.6	9.2	9.3	9.3
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1993-94	1994-95	1995-96	1996-97	1997-98
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	16	16	8	9	9
Grads. with Internship/Residency Outside WV	2	2	5	4	3
Internal Medicine					
Grads. with Internship/Residency in WV	7	7	10	6	9
Grads. with Internship/Residency Outside WV	11	11	8	8	7
Pediatrics					
Grads. with Internship/Residency in WV	4	4	2	7	4
Grads. with Internship/Residency Outside WV	4	4	3	4	9
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	1	1	2	4	2
Grads. with Internship/Residency Outside WV	2	2	3	3	6
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	2	2	1	4	5
Grads. with Internship/Residency Outside WV	0	0	3	6	6
Medicine/Psychiatry					
Grads. with Internship/Residency in WV	1	1	0	2	1
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	0	2	0	2
Grads. with Internship/Residency Outside WV	1	1	1	1	0
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	3	5	4
Grads. with Internship/Residency Outside WV	0	0	2	10	3
General Surgery					
Grads. with Internship/Residency in WV	1	1	5	1	1
Grads. with Internship/Residency Outside WV	2	2	4	1	4
Surgical Specialty					
Grads. with Internship/Residency in WV	4	4	2	1	3
Grads. with Internship/Residency Outside WV	4	7	4	1	2
Support Specialty					
Grads. with Internship/Residency in WV	6	4	0	1	3
Grads. with Internship/Residency Outside WV	4	8	2	2	4
Transitional	5	0	1	0	3
Leave of Absence	0	0	1	0	1
TOTAL	77	77	72	80	91

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WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

West Virginia University Health Sciences Center

Revenues and Expenditures
(Dollars in Thousands)

	1992-93		1993-94		1994-95		1995-96		1996-97	
TOTAL REVENUES	$158,392		$177,776		$192,303		$204,830		$205,546	
GENERAL OPERATIONS	$141,398	100%	$159,920	100%	$174,306	100%	$184,127	100%	$181,301	100%
Tuition	$4,888	3%	$7,897	5%	$9,035	5%	$9,025	5%	$9,001	5%
Practice Plan Revenues	$75,814	54%	$86,756	54%	$98,151	56%	$101,287	55%	$97,966	54%
State Appropriations	$49,664	35%	$53,441	33%	$54,868	31%	$61,183	33%	$60,453	33%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$8,950	6%	$10,448	7%	$10,533	6%	$10,494	6%	$11,538	6%
Other	$2,073	2%	$1,378	1%	$1,719	1%	$2,138	1%	$2,343	1%
GRANTS & CONTRACTS	$16,994	100%	$17,856	100%	$17,997	100%	$20,702	100%	$24,245	100%
Federal	$8,345	49%	$10,420	58%	$9,914	55%	$11,222	54%	$14,156	58%
State & Local	$3,654	22%	$4,145	23%	$4,832	27%	$4,711	23%	$5,330	22%
Non-Government	$4,995	29%	$3,291	18%	$3,251	18%	$4,769	23%	$4,759	20%
TOTAL EXPENDITURES	$156,338		$173,717		$191,336		$198,715		$204,966	
TOTAL TRANSFERS	$2,713		$2,484		$2,557		$2,984		$2,407 *	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	($659)		$1,575		($1,590)		$3,131		($1,825)	

* Includes refund of Colin Anderson funds.

Educational and General Expenditures
FY 1996-97

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Clinical Medicine*	$18,769,305	$7,905,529	$5,049,781	$1,744,401	$152,180	$2,734,956	$4,941,321	$41,297,473
Biomedical Science+	$1,876,025	$129,641	$124,047	$79,744	$17,776	$161,930	$303,233	$2,692,396
Medicine (Allied Health)	$1,985,954	$6,129,146	$1,575,570	$163,634	$15,475	$740,327	$1,382,620	$11,992,726
Dentistry	$7,170,576	$488,729	$747,792	$1,432,528	$158,326	$728,016	$1,344,233	$12,070,200
Pharmacy	$3,416,839	$1,159,356	$1,722,648	$1,206,371	$70,129	$676,307	$1,116,571	$9,368,221
Nursing	$3,894,380	$111,491	$508,574	$808,235	$60,122	$455,190	$796,875	$6,634,867
Cancer Center	$317,328	$1,615,855	$1,131,118	$427,732	$8,282	$340,615	$637,951	$4,476,881
Center for Developmentally Disabled	$148,468	$78,483	$3,316,849					$3,543,800
Comm. Hospital Residency Program			$890,000					$890,000

*Includes all first professional medical students (M.D.) as well as residents/interns and fellows.
+Includes Master's and Ph.D. level students.

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Marshall University School of Medicine

Mission-Related Goals

- Provide a high quality, cost effective medical education to citizens of West Virginia through the basic and clinical sciences and exposure to appropriate health care environments.
- Emphasize primary care and educate students to facilitate practice in West Virginia.
- Nurture the skills and attitudes that promote self-education and life-long learning.
- Respond to special health care needs of the people of West Virginia through education, research, and service programs.

Curriculum

- Continued implementation of the Interdisciplinary Generalist Curriculum designed to promote curricular change that fosters interest in and commitment to generalist careers.
- Continued implementation and utilization of the Mentoring program for first and second year students in which community physicians are paired with students for a two-year, longitudinal experience.
- Consistent with the special mission of the school, provide positive role models for professional practice.
- Continued development and use of the electronic curriculum database, a computer program developed by MUSOM faculty for
  a. Use in identifying strengths and weaknesses of the curriculum
  b. Identifying curriculum content so that redundancy is reduced and overall teaching efforts are more efficient.
- Development and implementation of a multi-component program aimed at assessing the clinical competency of all students prior to graduation including:
  a. Satisfactory completion of an Observed Physical Examination at the end of the second year.
  b. Certification by four clinical departments that each student has been observed successfully conducting certain key clinical tasks (e.g., mental status examination, pelvic examination)
  c. Satisfactory completion by each student of the Clinical Competency Examination designed to assess clinical judgment and clinical reasoning.
- Continued reaffirmation of the role and value of humanism in medicine by conducting the Third Annual White Coat Ceremony for entering students.
- Increased integration and application of computer technology throughout the medical curriculum. New courseware in Anatomy and Pathology has been purchased and course-related World Wide Web pages have been developed.
- Implemented a policy to require students to purchase personal computers that meet established specifications.
- Developed a medical sciences track for the master's program in Biomedical Sciences to provide a special curriculum for students aspiring to medical school.
- Instituted biomedical ethics as a formal course in the Years I and II curriculum and included formal presentations in each Year III clerkship.
- Revised Year III Psychiatry clerkship to include participation in an area Hospice-sponsored camp for bereaved children and in activities of the local city mission, including attendance at Alcoholic's Anonymous meetings.
- Continued commitment to a four-month rural clinical requirement for all MUSOM medical students and beginning with the Class of 2000, three months of which shall be primary care-based curriculum.
- Implemented Year III clinical education options in addition to the Traditional Track:
  a. Variational Track - provides opportunities for a four-week traditional clerkship component combined with four weeks of rural experience.
  b. Marshall Primary Care Curriculum - a 12-month clinical program that emphasizes community-based primary care; students may choose to participate in an optional six-month rural clinical placement.
- Developed additional rural sites to support the clinical education program.
- Continued participation in the statewide Rural Health Education Partnership Program (RHEP).

Student Recruitment

- MUSOM is recruiting students with increasingly impressive academic and personal credentials while maintaining expectations in primary and rural health care.
- MUSOM experienced a 12% increase in West Virginia applicants over the previous year, featuring the largest number of female applicants ever.

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- Recruitment visits, reaching a wide number of West Virginians, are conducted by admissions and student affairs staff, faculty members, medical students, and alumni to present the special mission of the school to potential applicants.
- An open door counseling policy exists in which admissions and student affairs staff members and faculty meet individually with significant numbers of prospective applicants and provide educational direction and encouragement.
- The school implemented its first scholarship for African American students and acquired a second, which will be funded during the 1998-99 academic year, both through the generosity of the Touma Foundation Inc.
- MUSOM representatives participate widely in state, regional, and national underrepresented minority recruitment programs, including Marshall University's Outstanding Black High School Student Program, University of Virginia/Hampton University's Minority Pre-medical Recruitment Fair, and Association of American Medical Colleges 3000 by 2000 Project.
- Recruitment programs are directed toward elementary, middle, high school, and college students targeting underrepresented minorities, rural candidates and students particularly in tune with the school's special mission.

Primary Care Activities

- Since the Association of American Medical Colleges has published rankings, Marshall University School of Medicine has consistently placed in the top ten (of 125 allopathic medical schools) in the percentage of graduates entering primary care practice.
- Marshall ranked third (of 125 allopathic schools) in the nation in the percentage of graduates entering primary care in the classes of 1990, 1991 and 1992.
- A rural family practice residency track was established. The first rural site was Hamlin in Lincoln County. Currently, four residents are assigned to this program, which integrates residency education with rural community service.
- The Locum Tenens Program, providing support for rural providers temporarily leaving their communities, was continued, most recently covering a pediatric clinic in Pineville, WV.
- Marshall faculty continued to provide primary and hospital care for large numbers of underserved and disadvantaged people over a four-county area.

Recruitment to Underserved Areas

- The School of Medicine continues to help rural communities recruit physicians with programs such as the Community Placement Office, the Community Placement Web Page, rural fellowships and scholarships.
- Eleven members of the Class of 1998 were awarded $10,000 Health Science Scholarships in return for their commitment to practice primary care medicine for a minimum of two years in an underserved rural area of West Virginia.
- Two Community Scholarships and four Rural Primary Care Fellowships were awarded to MUSOM students during 1997-98.
- Marshall's annual Fellowship in Rural Family Practice matched this year's practitioner with Jackson County Hospital.
- Doctors in Our Communities (DOC's) was continued, with the graduation of the first recipient who chose to enter a residency program in obstetrics/gynecology at MUSOM. Currently, three MUSOM students participate in this program sponsored by the A.T. Massey and Fluor Foundations for future establishment of practices in counties with A.T. Massey operations.
- The Rural Clinical Health Fair was expanded to include nursing students, promoting rural practice and providing opportunities for RHEP consortia to present their clinical opportunities for students. The MUSOM format is now utilized by the State's other medical schools.

Alumni

- Marshall's alumni reflect the school's mission and emphasis on rural care and generalist specialties.
- Alumni of the Ph.D. Biomedical Sciences program have joined regional faculties at Wheeling Jesuit, Wayne High School, Morehead State, and Ashland Community College in Kentucky.

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- Marshall graduates continue great success in matching to competitive residencies. In 1998, 94% of students matched, with three-fourths receiving their first or second choice.
- Marshall alumni are extensively utilized as faculty preceptors, mentors, and lecturers.
- Charles Clements, Class of 1997, was one of 20 residents nationwide to receive a Mead Johnson Fellowship by the American Academy of Family Practice.
- Alumni return and volunteer in the CME component of Alumni Weekend activities, thereby continuing to further and promote the mission of the school.
- 1998 graduates of the Ph.D. program received competitive postdoctoral fellowships at Harvard and Penn State.

Faculty and Student Scholarship

- For the second consecutive year, the 1998 RHEP Outstanding Research Award was presented to an extended placement student from MUSOM.
- Twenty-one School of Medicine faculty members have collaborated to create the first textbook designed to guide medical students through their earliest encounters with patients. Published by McGraw-Hill, *"Becoming a Clinician: A Primer for Students"* is edited by faculty from the Department of Internal Medicine.
- Five faculty members serve on national research review panels, including panels for the NIH, NSF, and the American Heart Association. The Associate Dean for Research & Graduate Education was appointed to serve on the West Virginia Science and Technology Advisory Council.
- A third-year medical student is serving as one of the two national leaders for the American Medical Women's Association student group. In addition, she won second place in the third annual medical student Drug Information Writing Competition, sponsored by the United States Pharmacopeial Convention.
- A student in the Biomedical Sciences Master's Program won one of two second-place awards in the American Society for Pharmacology and Experimental Therapeutics Division for Neurobiology Best Graduate Student Presentation Competition.
- The Interactive Patient, a teaching program that allows Internet users across the globe to test their medical knowledge, was a semifinalist for a Global Information Infrastructure Award.
- The Chairman of the Family and Community Health department has received the highest honor of the West Virginia Academy of Family Physicians: the Family Doc Award.
- A professor of Family and Community Health was elected president of the West Virginia chapter of the American Academy of Family Physicians.

Outreach Activities

- MUSOM has long required students to provide defined service learning, now integrated with RHEP. As part of their rural clinical experience, students are required to spend at least 20% of service learning activities including IDS, research, and community service. Examples of recent projects include: health fairs in underserved communities, over thirty presentations to public school students and projects related to smokeless tobacco, diabetes control, and teen pregnancy.
- Continuing Medical Education (CME) offered over 500 programs in a variety of different venues to more than 3,700 physicians. Instructional methods featured telemedicine, multimedia, and traditional lecture formats. CME credit was granted to clinical mentors and rural physicians who serve as preceptors/lecturers for MUSOM medical students.
- Marshall computer specialists expanded support for health care activities throughout the state: support and resource development for RHEP sites and Faculty Development Days; World Wide Web page development and training for West Virginia Bureau for Public Health, Hospice, and the Huntington Medical Community Foundation; Training for the 2,000 member Huntington Medical Community Foundation Network; information and technical planning consultations for local MUSOM affiliated hospitals; hosted E-mail discussion groups for National Organization of State Offices of Rural Health, rural providers, site coordinators and RHEP participants.
- MUSOM faculty provided regularly scheduled specialty clinics to rural communities in much needed services of ophthalmology, ob/gyn, cardiology, pediatrics, pulmonary, urology, and general surgery.
- The Division of Industrial, Occupational, and Environmental Health continued to expand health care, prevention, and innovative services to government, industry, and labor organizations.

Capital Projects

- Construction of the new $30 million Marshall University Medical Center, being built in cooperation with and adjacent to Cabell Huntington Hospital, was completed in June, 1998. The 185,000 square-foot facility replaces more than a dozen existing leased outpatient clinics and the 80-year old Doctors' Memorial Building, as well as providing a new Health Science Library, a telemedicine conference center and academic and administrative support areas for the School of Medicine. Construction of the facility was financed entirely from private and federal funds.
- A new $9 million Research Addition, constructed contiguously to the Medical Education Building at the VA Medical Center, was completed in Spring, 1998 and will provide opportunities for collaborative research for medical school faculty based at the VA. Shared animal quarters and other support functions will increase the efficiency and effectiveness of both organizations.
- Internal renovations of the Medical Education Building, completed in Summer, 1997 have also provided improved classroom facilities for medical and graduate students by converting an underutilized laboratory to a large lecture hall with advanced audiovisual features.
- Unlike the state's other health science institutions which have dedicated funding sources (soft drink tax, tuition fees, and dedicated allocations), Marshall School of Medicine continues to rely upon its community-based partners and federal grants to meet its capital needs. The School of Medicine seeks support from the University System Board of Trustees to establish a health sciences capital improvement fund which can be used to address the most pressing needs of all three health sciences institutions.

Marshall University School of Medicine

Nursing & Health Professions

Mission-Related Goals

- National League for Nursing Accreditation Commission accreditation for ASN, BSN & MSN Programs
- WV Board of Examiners for Registered Professional Nursing accreditation for ASN & BSN Program
- Outreach by satellite education for RN's to study for BSN
- Rural and urban sites for student experiences with underserved populations
- Collaboration with area employers for continuing nursing education
- 91% pass rate on RN licensure examination BSN, 100% ASN
- 100% pass rate on Advanced practice certification as a Family Nurse Practitioner

Curriculum

- BSN program
  - RN Option - RN to BSN
  - School nurse certificate
  - Outreach to Logan, Williamson, and Point Pleasant
- MSN Program
  - Family Nurse Practitioner
  - School Nurse Practitioner
  - Nursing Administration
  - Certificate in Family Nurse Practitioner
- Collaborative ASN Program with St. Mary's Hospital

Student Recruitment

- 95% from West Virginia
- Rural counties well represented

Primary Care Activities

- All ASN & BSN students have community-based experiences
- BS Nursing curriculum has a wellness and primary prevention focus
- MSN - Family Nurse Practitioner students are prepared for primary care delivery
- All FNP students have extensive primary care experiences
- Sponsoring a primary care nursing conference every spring

Recruitment to Underserved Areas

- Students participate in rural scholarship programs
- Recruitment at career days
- Students are largely from southern West Virginia

Alumni

- Eighty-five percent of the Family Nurse Practitioner graduates are in primary care
- Seventy-six percent of the Family Nurse Practitioner graduates are in rural or underserved areas
- The majority of graduates work in West Virginia and the Tri-State area

Faculty and Student Scholarship

- Two nursing faculty are enrolled in doctoral studies
- Five nursing faculty had articles, books, or research published
- Fifteen nursing faculty presented over 50 programs at local, regional, national, or international conferences
- Seven nursing faculty are certified as Family Nurse Practitioners
- Most students receive some financial aid
- Most students work while receiving an education
- One MSN student received a rural scholarship
- One BSN student was a Fuld Fellow to Brazil
- One BSN student is a Yeager Scholar
- Fourteen MSN students received a Federal Nursing Trainee Stipend
- One BSN student received the Butler Scholarship
- One BSN student received the Trainor Scholarship

Outreach Activities

- Collaborative Appalachian Diabetes Network
- BSN education by satellite to Logan, Williamson, Point Pleasant, and St. Mary's Hospital
- Student placements in rural settings and practices
- Collaborative continuing education programs
- International faculty exchanges
- Linkages with rural nursing in Australia and Brazil

Graduates

- BSN - 58 (includes 38 generic and 20 RN)
- MSN - 15 plus 3 post-master's certificates

Marshall University School of Medicine

Medical Students

	1993-94	1994-95	1995-96	1996-97	1997-98
STUDENTS					
APPLICANTS					
In-State	215	255	305	339	274
Total	1,415	1,504	1,464	1,156	1,047
ACCEPTANCES ISSUED					
In-State	72	72	74	77	71
Total	82	79	78	80	74
FIRST YEAR NEW ENROLLMENT					
In-State	42	46	46	45	47
Total	49	49	49	48	48
TOTAL MED. STUDENTS	213	204	199	204	201
Underrepresented Minorities *	2	4	5	6	7
Dismissed Poor Academic Standing	1	0	0	0	1
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	0	1	2	2
Transfers from LCME Schools	1	0	0	0	0
Transfers from Non-LCME Schools	1	0	1	2	2
RESIDENTS	92	112	113	121	115
CLINICAL FELLOWS	14	17	15	14	14
HOUSE STAFF (ACGME Residents & Fellows and Non-ACGME Fellows)	106	129	128	135	129
PRE-DOCTORAL DEGREE CANDIDATES (Ph. D.)	30	37	30	23	18
POST-DOCTORAL BASIC SCIENCE	5	4	3	0	2
TOTAL FULL-TIME FACULTY	140	135	148	136	147
Basic Science	35	33	35	32	37
Clinical Science	105	102	113	104	110
FEES					
Tuition & Fees, In-State	$7,500	$7,714	$8,134	$8,550	$8,820
Tuition & Fees, Out-Of-State	$16,500	$17,440	$18,560	$19,776	$20,896
Average Final Year Student Indebtedness	$53,316	$61,997	$71,000	$76,708	$73,720
ENTERING CLASS DATA					
Mean GPA	3.4	3.5	3.4	3.4	3.5
Mean MCAT Scores					
Biology/Biological Science	8.2	8.0	8.6	8.8	8.8
Chemistry	NA	NA	NA	NA	
Physics/Physical Science	7.7	7.8	8.3	8.7	8.6
Science Problems	NA	NA	NA	NA	
Reading/Verbal Reasoning	8.6	8.9	8.6	9.6	8.9
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1993-94	1994-95	1995-96	1996-97	1997-98
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	8	10	6	10	10
Grads. with Internship/Residency Outside WV	6	6	2	3	1
Internal Medicine					
Grads. with Internship/Residency in WV	9	2	5	3	5
Grads. with Internship/Residency Outside WV	4	7	7	5	4
Pediatrics					
Grads. with Internship/Residency in WV	3	3	2	7	3
Grads. with Internship/Residency Outside WV	2	0	0	4	0
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	2	1	0	0	2
Grads. with Internship/Residency Outside WV	2	1	3	3	2
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	0	0	2	2	4
Grads. with Internship/Residency Outside WV	1	1	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	2	0	1	0	1
Grads. with Internship/Residency Outside WV	1	1	4	0	3
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	0	1	0	0
General Surgery					
Grads. with Internship/Residency in WV	4	3	3	3	3
Grads. with Internship/Residency Outside WV	3	4	1	0	2
Surgical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	1	0	0	0
Support Specialty					
Grads. with Internship/Residency in WV	1	1	0	1	0
Grads. with Internship/Residency Outside WV	3	2	6	2	7
Transitional	2	4	2	4	2
TOTAL	54	47+	45	47**	49

+One student did not pursue a residency program. However, that individual is pursuing a Master's Degree
**48 total graduates; one student will begin residency training in 1998.

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Revenues and Expenditures*
(Dollars in Thousands)

	1992-93		1993-94		1994-95		1995-96		1996-97	
TOTAL REVENUES	$34,086		$37,487		$42,203		$45,900		$48,849	
GENERAL OPERATIONS	$30,575	100%	$34,651	100%	$39,186	100%	$43,015	100%	$45,856	100%
Tuition	$1,079	4%	$1,342	4%	$1,387	4%	$1,524	4%	$1,828	4%
Practice Plan Revenues	$13,214	43%	$16,064	46%	$19,151	49%	$22,334	52%	$24,402	53%
State Appropriations	$10,990	36%	$11,076	32%	$11,297	29%	$11,770	27%	$12,691	28%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$4,920	16%	$5,382	16%	$6,498	17%	$6,711	16%	$6,264	14%
Other	$372	1%	$787	2%	$853	2%	$676	1%	$671	1%
GRANTS & CONTRACTS	$3,511	100%	$2,835	100%	$3,018	100%	$2,885	100%	$3,733	100%
Federal	$2,368	67%	$2,473	87%	$2,748	91%	$2,184	75%	$2,460	66%
State & Local	$17	0%	$44	2%	$116	5%	$234	8%	$227	6%
Non-Government	$1,126	32%	$318	11%	$154	5%	$467	16%	$1,046	28%
TOTAL EXPENDITURES	$33,008		$36,823		$41,750		$46,550		$48,659	
TOTAL TRANSFERS	$0		$0		$0		$0		$0	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	$1,078		$664		$453		($650)		$190	

*Includes faculty practice corporation, VAMC and community hospital support. Prior to FY 1994-95, certain capital expenditures are not included.

Educational and General Expenditures
FY 1996-97

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Clinical Medicine**	$7,252,801	$2,117,921	$4,761,893	$1,026,338	$14,047	$1,201,102	$728,574	$17,102,676
Biomedical Science+	$363,018	$1,782,660	$123,420	$164,786	$2,255	$192,846	$116,978	$2,745,965
School of Nursing	$1,554,988	$0	$0	$112,926	$1,546	$132,155	$0	$1,801,615
School of Social Work#	$258,194	$0	$0	$18,751	$257	$21,943	$0	$299,145

**Includes all first professional medical (M.D.) students as well as residents/interns and fellows.
+Includes Master's and Ph.D. level students.
#The School of Social Work is administratively under the direction of the School of Medicine.

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West Virginia School of Osteopathic Medicine

Mission-Related Goals

- Continue program of excellence.
- Train osteopathic physicians to provide primary care to rural and underserved communities.
- Provide primary care osteopathic physicians for rural and underserved communities in West Virginia and Appalachia.
- Maintain a strong institutional orientation to Family Practice.
- Train osteopathic physicians with an appreciation and understanding of geriatric medicine.
- Enhance the use of educational technology with the appointment of Arnold H. Hassen, Ph.D. as Chief Technology Officer.
- Expanded use of the WVSOM website for administrative and academic support.
- WVSOM is completing the establishment of the Mountain State OPTI (Osteopathic Postgraduate Training Institute) which will coordinate osteopathic postgraduate education in West Virginia. The Mountain State OPTI will support physician placement and retention in rural West Virginia.
- The April, 1998 edition of "New Physician Magazine" rated WVSOM second in the nation in a survey of 1996 graduates pursuing family medicine residencies and fifth in the nation for the number of 1996 graduates pursuing primary care residencies.

Curriculum

- Curriculum maintains an orientation toward primary care and placement in rural West Virginia.
- WVSOM is expanding the use of problem-oriented, case-based learning in the preclinical curriculum.
- Osteopathic Principles and Practice, the mainstay of the osteopathic medical profession, is integrated throughout the preclinical and clinical curriculum.
- WVSOM continues its strong support of, and participation in, the Rural Health Education Partnerships.
- Preclinical students, under faculty supervision, operate a community-based osteopathic care clinic.

Student Recruitment

- The WVSOM recruitment process gives priority to West Virginia residents.
- WVSOM seeks quality students who bring with them strong academic abilities, plus maturity and life experience suitable for practice as osteopathic physicians serving rural populations of West Virginia.
- The recruitment office conducts community visits designed to reach the non-traditional student. Such visits are held in evening hours at hospitals, clinics, and public facilities.
- Most colleges and universities in West Virginia are visited twice a year by the recruiter. Visits provide an opportunity to meet qualified prospective students and to educate future health professionals about osteopathic medicine.
- WVSOM recruiters attend scheduled graduate and professional school days.
- WVSOM recognizes the importance of a diverse student population and views minority recruiting as a priority. Minority alumni provide a valuable perspective for prospective candidates.
- Prospective students are encouraged to visit the campus, meet with students and faculty, and observe the on-going academic program.
- On-campus open houses have been a successful component of the recruitment program. These are all-day visits by groups of interested students who are provided a program that discusses osteopathic medicine, admissions requirements, financial aid, and the medical school curriculum.
- Each year, all West Virginia health professions advisors are invited to a two-day conference designed to inform participants of osteopathic medicine, admissions requirements, financial aid, and the WVSOM curriculum. Advisors are also provided information about health issues and trends that may be of interest to them.
- WVSOM conducts a secondary field representative program that uses a private vendor who visits secondary schools. In each, the guidance office was provided with information about osteopathic medicine and the educational program at WVSOM.

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Primary Care Activities

- WVSOM faculty and students provide primary care services to RHEP and other rural and underserved sites throughout West Virginia.
- WVSOM continues to place alumni in the rural and underserved areas of West Virginia.

Recruitment to Underserved Areas

- WVSOM is committed to the training of physicians who will practice in rural and underserved communities. Annual surveys show that WVSOM consistently leads the state in providing physicians for rural communities.
- WVSOM reaffirmed its commitment by the appointment of Dr. James Nemitz as director of the new Office of Physician Underserved and Rural Retention (PURR). PURR will coordinate and enhance the institution's ongoing efforts to retain WVSOM graduates in West Virginia. The office works closely with all departments within the institution, especially the Physician Placement Office, to coordinate recruiting and retention efforts. PURR also works with WVRHEP and postgraduate training programs as part of a comprehensive approach to providing osteopathic physicians for rural West Virginia.
- PURR has been analyzing factors that influence physician retention, examining internal operations for strengths and weaknesses in fulfilling the schools mission and establishing relationships at the state and national levels regarding retention of physicians in underserved, rural areas.
- WVSOM maintains a mailing list of 200 hospitals and clinics in West Virginia. These facilities are contacted quarterly for information about clinical opportunities.
- A "Physician Opportunities Update" is mailed quarterly to WVSOM alumni.
- The WVSOM office of physician placement attempts to match employment opportunities with individual queries from alumni. This Office is cooperating with the West Virginia Bureau for Public Health, Division of Recruitment, to coordinate listing of job opportunities and other recruiting efforts.
- A website dedicated to physician placement has been developed with links to job opportunities in the state, as well as loan forgiveness programs for practicing in rural underserved areas.
- WVSOM is participating in the WVRHEP Recruitment and Retention Committee as part of an integrated program of physician placement.

Alumni

- Gary Beasley, D.O., '78 inducted as a Fellow of the American College of Osteopathic Emergency Physicians at a ceremony held during the American Osteopathic Association meeting in San Antonio, Texas.
- Irvine "Bud" Prather, D.O., '84 inducted as a Fellow of the American College of Osteopathic Family Physicians at a ceremony held during the American Osteopathic Association meeting in San Antonio, Texas.
- Lorenzo Pence, D.O., '87 has earned the American Osteopathic Association Certificate in Health Policy.
- R. Roland Powers, D.O., '86 has been inducted as President of the Clay County, Florida Medical Society. He is the first D.O. to be the president of a medical society in the state of Florida.
- Ralph Rindfleisch, D.O., '87 traveled as a member of a medical team to Vietnam to provide health care to an impoverished population. The trip was organized by Flying Doctors of America, the third largest provider of short term medical missions in the world.
- Ralph Simms, D.O., '88 was named Rural Health Physician of the Year at the annual convention of the West Virginia State Medical Association, of which he is a member. He is the first D.O. to win this award which is presented to a West Virginia physician who offers exceptional medical care to patients in smaller, rural areas.
- Joel Rose, D.O., '83 received the 1997 Hillsborough County, Florida Osteopathic Medical Society Physician of the Year Award, and the 1998 Florida Osteopathic Medical Association Physician of the Year Award. He has also been elected chairman of the Florida Board of Osteopathic Medicine.
- Kelli Ward, D.O., '96 was awarded first place in the family practice division for a scientific poster presentation that was judged by the Michigan Association of Osteopathic Directors of Medical Education. The topic of the poster was "Developing an OMT Curriculum for Family Practice Residents at Garden City Hospital."
- Chris Epling, D.O., '97 was honored as Most Outstanding Intern of the Year at Delaware Valley Medical Center in Philadelphia, Pennsylvania.

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Faculty and Student Scholarship

- Five recent graduates were named winners of the $10,000 West Virginia Health Sciences Scholarships. The students commit to practicing primary care in rural West Virginia for at least two years.
- Matthew Haag, MSIII, was selected by the Family Medicine Foundation of West Virginia as the recipient of the 1998 Education Seed for Physicians Scholarship Award.
- Kelly Jackson, Ph.D., Thomas Steele, D.O., FACOFP, Edward Dugan, Ph.D., Gary Kukulka, Ph.D., William Blue, Ph.D., and Allan Roberts, Ph.D., published a paper entitled "The Effect of Osteopathic Manipulative Treatment on the Antibody Response to Hepatitis B Vaccine: A Pilot Study", in the Journal of the American Osteopathic Association.
- Craig Boisvert, D.O., Barbara Thymius, RN, and Patricia Hudgins, Ph.D., published a paper entitled "Community Health Screening as a Teaching Laboratory in Physical Diagnosis", in the Journal of the American Osteopathic Association.
- WVSOM was recognized by state legislators in special ceremonies at the State Capitol in Charleston during the 1998 session. WVSOM President Olen Jones, Ph.D., accepted a citation from the House of Delegates, and a resolution from the Senate, both of which recognized WVSOM for 25 years of medical education in the state of West Virginia.
- Bob Fisk, Ph.D., Professor of Anatomy, was one of 15 people chosen to exhibit teaching software at the 9th International Conference on College Teaching and Learning. Dr. Fisk's programs are entitled "A Joint Venture" and "What a Nerve."
- Tom Steele, D.O., received the "Practicing Physician's Writing Award" from the American College of Osteopathic Family Physicians.
- Kelly Jackson, Ph.D., Thomas Steele, D.O., FACOFP, Edward Dugan, Ph.D., Gary Kukulka, Ph.D., William Blue, Ph.D., and Allan Roberts, Ph.D., published a paper entitled "Effect of Lymphatic and Splenic Pump Techniques on the Antibody Response to Hepatitis B Vaccine: A Pilot Study" in the Journal of the American Osteopathic Association.
- Paul Herr, D.O., FACOFP, Professor of Family Practice, was selected as the 1998 West Virginia Practitioner of the Year at the 1998 West Virginia Society of Osteopathic Medicine Spring Convention. Dr. Herr also delivered the Mountaineer Address to the Convention.
- Howard Hunt, D.O., Associate Dean for Clinical Education, was sworn in as President of the West Virginia State Society of Osteopathic Medicine, Inc. With this appointment, Dr. Hunt has now served as the president of three different state osteopathic societies: West Virginia, Missouri, and Arizona.

Outreach Activities

- WVSOM supports and runs male and female health screenings in the community.
- WVSOM continues longstanding support of the faculty initiated "Science Enrichment Program" that benefits schools throughout West Virginia.
- WVSOM continues an "Anatomy Enrichment" program that benefits schools throughout West Virginia and surrounding states.
- Continuing partnership with the Family Refuge Center in domestic violence prevention.
- President Olen Jones was appointed to the Bureau of Professional Education of the American Osteopathic Association. The Bureau serves as the accrediting agency for colleges of Osteopathic Medicine.
- Judith Westerik, Ph.D., Professor of Biochemistry, serves on the advisory board of the National Science Foundation supported project entitled "Coordinated and Thematic Science (CATS)." She will facilitate at the CATS Chemistry Telecommunications course for public school teachers.
- WVSOM students initiated a Community Outreach and Relief Effort (CORE) program in Lewisburg to assist terminally ill patients and their families.
- WVSOM student organizations acknowledge and award competing community outreach projects.
- Brett Faulknier, MSII, received the WVRHEP "Outstanding Community Service Award" for 1997 at the legislative dinner. The award winning project was titled "Come and Walk with Us."
- William Shires, Executive Director, Mountain State OPTI, serves on the Board of Directors for the Center for Rural Health Development, Inc., and the Rural Health Alliance of West Virginia.

Capital Projects

- Renovation work on the former Greenbrier County Community College began in May, 1998, after the bid for the new library facility was approved and awarded. Work will include renovation of the existing structure to include a new high-tech library, bookstore, Osteopathic Clinical Skills laboratory, multipurpose classroom and additional student space. A new breezeway will also be constructed to attach the free-standing facility to the main building.
- Demolished three houses to further beautify the campus.
- Planning underway for complete renovation and remodeling of student classrooms.
- The Greenbrier Military School Alumni Association has committed to enhancement and expansion of the Roland P. Sharp Alumni Center.

West Virginia School of Osteopathic Medicine

Medical Students

	1993-94	1994-95	1995-96	1996-97	1997-98
STUDENTS					
APPLICANTS					
In-State	166	195	238	258	246
Total	1,815	2,194	2,407	2,423	2,119
ACCEPTANCES ISSUED					
In-State	69	57	60	55	54
Total	85	71	95	93	95
FIRST YEAR NEW ENROLLMENT					
In-State	59	56	47	45	45
Total	70	68	67	65	66
TOTAL MED. STUDENTS	261	258	260	261	261
Underrepresented Minorities *	12	15	11	9	7
Dismissed Poor Academic Standing	1	0	1	1	1
Transfers from US/Can. Schools	0	0	0	0	0
Transfers from Foreign Schools	0	0	0	0	0
Transfers from LCME Schools	0	0	0	0	0
Transfers from Non-LCME Schools	0	0	0	0	0
RESIDENTS	26	36	40	47	48
CLINICAL FELLOWS	0	0	0	0	0
HOUSE STAFF (ACGME Residents & Fellows and Non-ACGME Fellows)	26	36	40	47	48
PRE-DOCTORAL DEGREE CANDIDATES (Ph. D.)	0	0	0	0	0
POST-DOCTORAL BASIC SCIENCE	0	0	0	0	0
TOTAL FULL-TIME FACULTY	34	37	40	40	38
Basic Science	20	19	20	20	19
Clinical Science	14	18	20	20	19
FEES					
Tuition & Fees, In-State	$7,400	$8,400	$9,300	$10,050	$10,750
Tuition & Fees, Out-Of-State	$17,158	$20,654	$25,004	$25,900	$27,400
Average Final Year Student Indebtedness	$85,861	$85,571	$86,342	$97,535	$103,937
ENTERING CLASS DATA					
Mean GPA	3.17	3.23	3.34	3.39	3.38
Mean MCAT Scores					
Biology/Biological Science	6.1	5.9	6.6	7.6	7.2
Chemistry	NA	NA	NA	NA	NA
Physics/Physical Science	6.1	6.0	6.3	6.8	7.0
Science Problems	NA	NA	NA	NA	NA
Reading/Verbal Reasoning	6.5	6.8	7.3	7.0	7.7
Quantitative/Writing Sample	NA	NA	NA	NA	NA

*See Appendix

Specialty Areas of Graduates

	1993-94	1994-95	1995-96	1996-97	1997-98
Primary Care					
Family Practice					
Grads. with Internship/Residency in WV	22	20	24	22	23
Grads. with Internship/Residency Outside WV	24	31	25	33	33
Internal Medicine					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	9	2	5	4	3
Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	1	1	1	0	0
Obstetrics/Gynecology					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	2	1	0	0
Medicine/Pediatrics					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Psychiatry					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	3	0	0	3
Medical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	1	7	3	0
General Surgery					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	0	0	0	0
Surgical Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	0	1	0	0	0
Support Specialty					
Grads. with Internship/Residency in WV	0	0	0	0	0
Grads. with Internship/Residency Outside WV	5	0	0	1	1
Transitional	0	0	0	0	0
TOTAL	61	61	63	63	63

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West Virginia School of Osteopathic Medicine

Revenues and Expenditures
(Dollars in Thousands)

	1992-93		1993-94		1994-95		1995-96		1996-97	
TOTAL REVENUES	$8,269		$9,096		$10,437		$10,834		$11,347	
GENERAL OPERATIONS	$7,900	100%	$8,770	100%	$9,857	100%	$10,107	100%	$10,613	100%
Tuition	$1,852	23%	$2,429	28%	$2,434	25%	$2,817	28%	$2,682	25%
Practice Plan Revenues*	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
State Appropriations	$5,574	71%	$5,844	67%	$6,587	67%	$6,777	67%	$6,928	65%
Parent/University Appropriations	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Reimbursements from Hospitals	$0	0%	$0	0%	$0	0%	$0	0%	$0	0%
Other	$474	6%	$497	6%	$836	8%	$513	5%	$1,003	10%
GRANTS & CONTRACTS	$369	100%	$326	100%	$580	100%	$727	100%	$734	100%
Federal	$31	8%	$90	28%	$339	58%	$375	52%	$516	70%
State & Local	$338	92%	$236	72%	$241	42%	$352	48%	$193	26%
Non-Government	$0	0%	$0	0%	$0	0%	$0	0%	$25	4%
TOTAL EXPENDITURES	$7,836		$8,532		$9,978		$10,726		$10,987	
TOTAL TRANSFERS	$387		$600		$510		$0**		$459	
EXCESS OF REVENUES OVER EXPENDITURES AND TRANSFERS	$46		($36)		($51)		$108		($99)	

*The clinic is a separate entity and no Practice Plan revenues accrue to the school.
**Auditors reflected the transfers by netting them.

Educational and General Expenditures
FY 1996-97

	Instruction	Research	Public Service	Academic Support	Student Services	Gen. Institutional Support	Operations and Maintenance	Total
Osteopathic Medicine**	$4,916,317	$146,276	$1,008,927	$1,030,139	$488,177	$2,088,162	$898,125	$10,576,123

**This includes all first professional medical (D.O.) students as well as residents/interns and fellows.

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Health Sciences

Retention of Graduates

Recruitment and retention of physicians in rural areas is a complex issue. While rural education and training experiences can impact a physician's choice of practice location, there are other influential factors, including background and family ties, debt load, desired lifestyle, spouse career opportunities, perceptions of quality and availability of schools, and perceptions of the medicolegal climate. Additionally, some studies indicate that physicians tend to locate their practices near or within a reasonable commute of their residency training site.

To track the retention of medical school graduates in West Virginia, one must factor in the additional 3 to 5 years of residency training that physicians complete in their specialty before beginning practice. Consequently, the following tables present data on graduates from 1988-1993, 93% of these graduates have completed their training and begun practice.

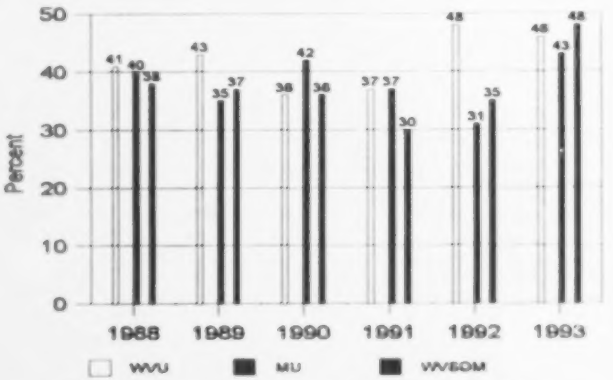
Medical School Graduates in West Virginia (M.D. and D.O.) 1988 through 1993

School	Total No. Graduates	Graduates with Completed Training			
		Total No.	No. in Practice in WV	No. in Primary Care in WV*	No. in Practice in Non-Urban Areas in WV+
WVU	459	428	178 (42%)	73 (17%)	24 (6%)
MU	242	221	84 (38%)	52 (24%)	21 (10%)
WVSOM	251@	238	88 (37%)	65 (27%)	46 (19%)
TOTAL	952	887	350 (40%)	190 (21%)	91 (10%)

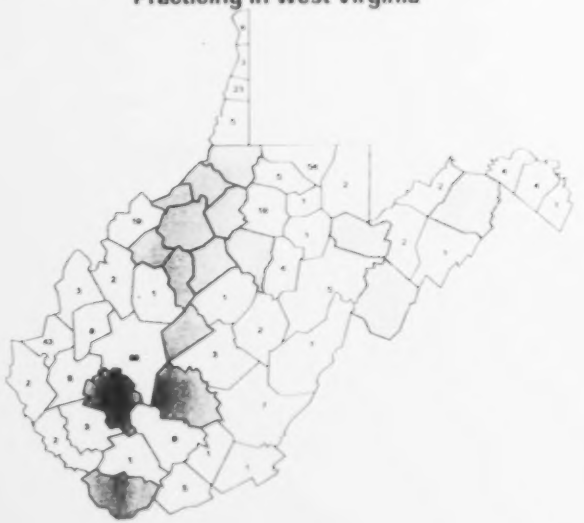
@Excludes SREB contract students who have a contractual obligation to return to their home state following graduation.
*Primary Care is defined as family medicine, internal medicine, pediatrics, and obstetrics/gynecology.
+Non-urban areas exclude graduates practicing in: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling.

Percentage of Medical School Graduates, 1988-1993 Practicing in West Virginia

The following graphs show data on graduates who have completed their training.



Number of Medical School Graduates, 1988-1993, Practicing in West Virginia



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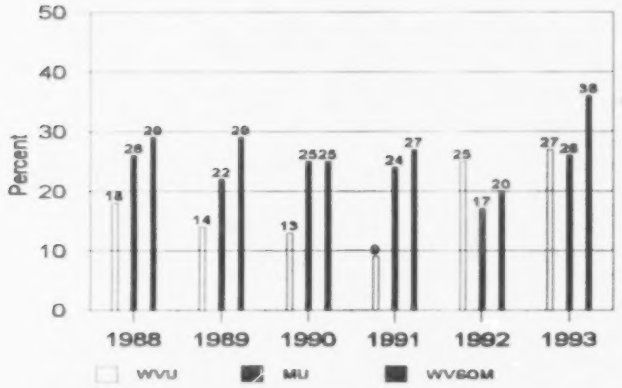
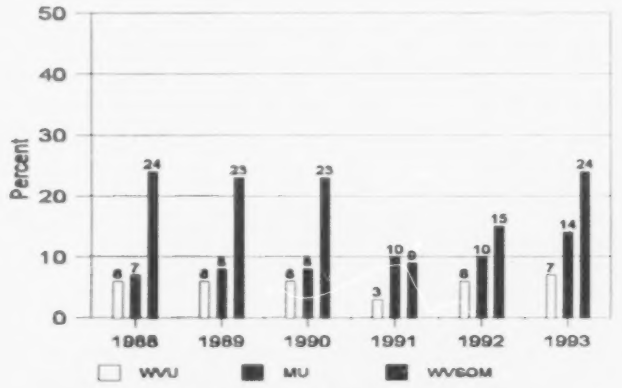
Health Sciences

Percentage of Medical School Graduates, 1988-1993 Practicing in West Virginia in Primary Care



Percentage of Medical School Graduates, 1988-1993 Practicing in Non-Urban Areas of West Virginia



Number of Medical School Graduates, 1988-1993, Practicing in West Virginia in Primary Care

Number of Medical School Graduates, 1988-1993, Practicing in Non-Urban Areas of West Virginia

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Health Sciences

Number of Medical School Graduates Choosing Primary Care Residencies, 1993-1998

Today's medical school graduates begin practice after completing 3 to 5 years of residency training in a given specialty. Two factors are important in tracking the retention of these graduates: (1) specialty choice, because primary care fields are most needed in rural areas of the state, and (2) location of the residency, because graduates who complete residencies in West Virginia are more likely to practice in the state.

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
WVU Medical	44	49	49	45	55	60
MU Medical	28	37	31	27	37	31
WVSOM*	57	56	56	56	59	59
Total	**129**	**142**	**136**	**128**	**151**	**150**

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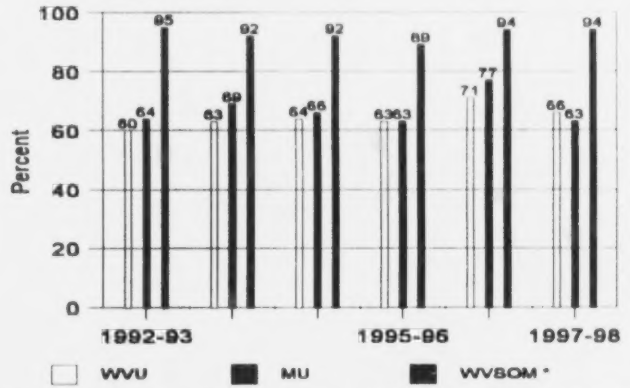
Percentage of Medical School Graduates Choosing Primary Care Residencies, 1993-1998



* Osteopathic students enter a one-year, general rotating internship following graduation; they choose a residency the next year. In 1998, 48 (76%) of WVSOM 1997 graduates chose primary care residencies (the national average for all 1997 osteopathic (D.O.) graduates is not yet available).

In 1998, 60 (66% of) WVU medical graduates and 31 (63% of) MU medical graduates chose primary care residencies compared to a national average of 63% for all allopathic (M.D.) graduates.

1993 West Virginia Medical School Graduates Completing Primary Care Residencies by 1998

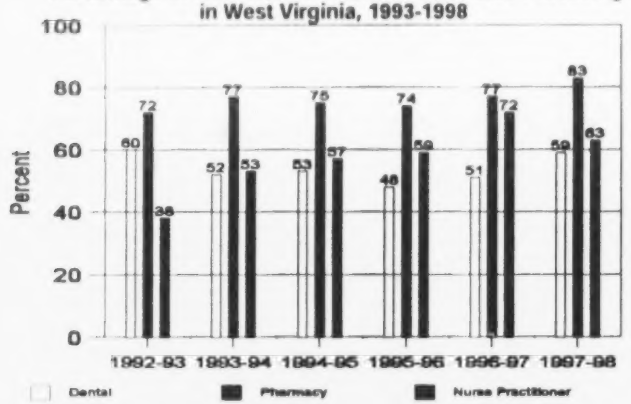
	Number	Number Practicing In West Virginia
Completing WV Residencies	37	30 (81%)
Out-of-State Residencies	57	6 (11%)

Health Sciences

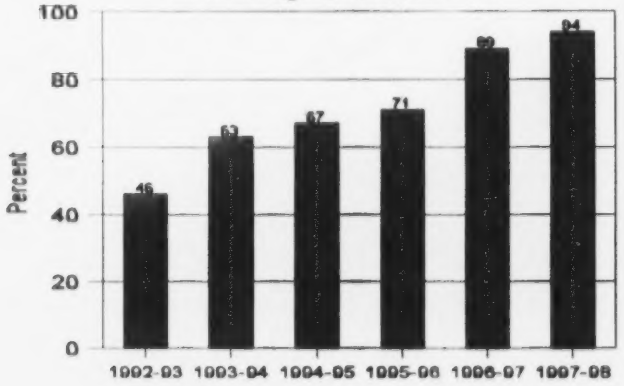
Health Sciences Graduates, 1993-1998

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
WVU						
Dental	30	31	30	33	37	27
Pharmacy	67	77	79	70	73	94
Nurse Practitioner	8	17	28	34	36	16
MU						
Nurse Practitioner	13	16	9	17	18	17

Percentage of WVU Health Sciences Graduates Practicing in West Virginia, 1993-1998



Percentage of MU Nurse Practitioner Graduates Practicing in West Virginia, 1993-1998



Health Sciences Scholarship Program

The Health Sciences Scholarship Program, established in 1995 by West Virginia Code §18C-3-3, provides an incentive for students in the state's higher education systems to complete their training in primary care fields and practice in underserved areas of West Virginia. Awards are made by the Vice Chancellor for Health Sciences based on recommendations of an advisory committee. Students are eligible for a one-time $10,000 scholarship. In exchange, they make a commitment to practice in an underserved area of the state for a minimum of two years after completing their training. During 1997-98, 30 awards were made to 20 medical students, three nurse practitioner students, and 7 physician assistant students. Three nurse practitioners and three physician assistants who have received awards began practicing in rural areas.

Scholarships Awarded

West Virginia University	
Medicine	5
Nursing	2
Marshall University	
Medicine	9
Nursing	1
WV School of Osteo. Medicine	
Medicine	6
The College of WV	
Physician Assistant	5
Alderson-Broaddus College	
Physician Assistant	2
TOTAL	30

Health Education Student Loan Program

The Health Education Student Loan Program, established in 1991 by West Virginia Code §18C-3-1, is designed to assist medical students in West Virginia. Currently, program funding comes from a portion of the Medical Education Fee paid by state medical students. When borrowers are ready to begin their practices, they may earn loan forgiveness by serving "in this state in a designated medically underserved area or in a designated medical specialty in which there is a shortage of physicians." During 1997-98, 21 borrowers took advantage of this provision and began practicing in a primary care field in West Virginia. Awards included in this report have been made through the Medical Student Loan Program component of the Health Education Student Loan Program. During the reporting year, $1,149,754 was awarded to 273 medical students who received average loans of $4,212. This is a revolving loan program which allows loan repayments to be used for making additional loans.

	MU	WVU	WVSOM	Total
Number of Loans Awarded	55	117	101	273
Total Amount Awarded	$270,573	$579,000	$300,181	$1,149,754
Amount of Unexpended Monies	$23,686	$187,422	$75,717	$286,825
Default Rate on Previously Awarded Loans	4.9%	1.1%	2.3%	2.6%

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Rural Health Education Partnerships

WVRHEP Mission Statement

"...we envision a time when all residents of our more underserved, rural communities have local access to high quality primary health care provided by well trained, high quality health care professionals."

West Virginia is educating health sciences students in rural communities through the West Virginia Rural Health Education Partnerships (WVRHEP). These community-based training sites provide students an opportunity to learn health care skills from practicing rural providers. By introducing students to the rewards and challenges of rural practice, the WVRHEP increases the possibility that these students will stay in West Virginia and practice where they are needed.

The program also provides an infrastructure for providing health services and promoting healthy lifestyles in rural communities. This year, more than 100,000 West Virginians benefited directly from these services – a 70% increase over the previous year.

The WVRHEP infrastructure covers the most underserved areas of 47 counties and is made up of the following components:

- Thirteen training consortia, with local boards of directors, linking more than 200 training sites, including hospitals, health centers, social service agencies, doctors' and dentists' offices, and pharmacies in rural communities;
- Revised curricula with course content on rural practice, rural communities and populations, and interdisciplinary team-building skills, as well as expanded rural clinical rotations;
- More than 450 rural health care professionals serving as field faculty for students;
- Learning resource centers (LRCs) with computer stations and educational materials at 18 locations, ten of which are connected to statewide educational programs through MDTV (interactive telemedicine); and
- Scholarships and stipends that provide incentives for primary care training and rural practice. This year, 35 scholarship recipients, including 25 medical students, made a commitment to practice in rural West Virginia for at least two to four years after completing their training.

The University System Board of Trustees and the Vice Chancellor for Health Sciences have mandated that all health sciences students, except dentistry, complete 3-month rotations in rural communities. This year, almost 2,000 students from ten disciplines completed rotations in WVRHEP sites and in other rural settings -- and many students completed more than one rotation. The ten disciplines include: clinical psychology, dentistry/dental hygiene, medical technology, medicine, nursing, pharmacy, physician assistant, physical therapy, and social work.

Progress Made in 1997-1998

- *The Partners have further advanced the development of program policies and implementation of community service-learning.*
- *The WVRHEP received national recognition at professional conferences.*
- *Almost 2,000 student rotations were completed at WVRHEP and other rural sites.*
- *Student rotations at WVRHEP sites – 1,558 – increased 39% over last year.*
- *Thirty-five scholarships were awarded to health sciences students who will practice in rural communities.*

- *TRACKER, a computerized student tracking system, became operational on the Internet.*
- *More than 450 field faculty now participate in WVRHEP.*
- *A statewide Student Advisory Committee was established.*
- *Direct services benefitted almost 8,400 West Virginians each month – more than 100,000 for the entire year.*
- *Dental and dental hygiene students performed more than 14,800 clinical procedures for about 9,300 patients.*

Community Service-Learning Model

The program continues to advance the concept of service-learning in the curriculum. In July 1998, the program sent three faculty members to attend the Service Learning Institute of the Community-Campus Partnerships for Health, a national organization that promotes service-learning in health professions education.

WVRHEP continues to further West Virginia's national visibility as a leader in community-based health professions training. About 25 community members, site coordinators, and staff members attended and presented workshops on building successful partnerships at the second annual Community-Campus Partnerships for Health Conference in Pittsburgh, Pennsylvania. All workshops were highly rated in the overall conference evaluation. In addition, program presentations were given at the National Rural Health Conference in Orlando, Florida, and to the Primary Care in the 21st Century Conference in Baltimore, Maryland. Program participants from all the schools have been asked to make presentations on the WVRHEP model to a variety of national audiences. This recognition demonstrates the value of the comprehensive approach taken by the State and the Legislature to advance health professions education.

WVRHEP offers statewide Faculty Development Days for field and campus faculty in concepts unique to the program such as interdisciplinary training and service-learning through community-based research and service. To complement this training, the Faculty Development Committee is developing a website that will provide access to innovative teaching resources and up-to-date information via the Internet. With more than 450 field faculty now participating, faculty development is integral to the success of the program. To expand regional activities, WVRHEP has designated 17 on-site clinical directors/chairs of clinical education teams (at least one from each consortium) to promote learning opportunities at the local level. As a result, field faculty in many of the consortia have more regional training options.

In the 1997-98 academic year, 1,558 student rotations, involving over 6,600 weeks of training, were completed at WVRHEP training sites. This represents a 39% increase in student rotations and a 29% increase in training weeks over last year. In addition, 431 student rotations, involving almost 1,800 weeks of training, were completed at other rural sites in the state.

Feedback on WVRHEP Experience

In surveys conducted this year, students gave high marks to the value of their rural training experiences and teaching skills of their rural preceptors.

- *"I'd never been exposed to rural outpatient pharmacy, and it was a positive experience."*
  Pharmacy Student
- *"There was enough independence for me to develop some skills but also a little hand holding (which I'm sure I need) so that I would 'do no harm' – stay within my limits."*
  Medical Student

Rural Health Education Partnerships

- *"My preceptor was excellent! She is a natural at teaching; a very caring person who has great empathy and respect for clients and nursing students."*
  Nursing Student

- *"I was supervised through initial treatments, but once I felt confident of performing the treatments myself, she allowed me to do so. Hands-on training from this facility has greatly enhanced my education..."*
  Physical Therapy Student

- *"I've learned to be a dentist, not just a dental student."*
  Dental Student

Recruitment and Retention

The Recruitment and Retention Committee of the WVRHEP Advisory Panel provided overall coordination of state incentive programs as a complementary strategy to the WVRHEP student rotations. In 1998, the committee was codified through passage of H.B. 4300 as the coordinating body for interagency and statewide recruitment and retention efforts. The committee has served as the focal point for collaboration involving the Bureau for Public Health, the health professions schools, local consortia, and the Center for Rural Health Development. These efforts included facilitation of a work group to plan recruitment and retention strategies for funding under the Robert Wood Johnson/Benedum initiative the West Virginia Rural Health Access Program. The Claude Worthington Benedum Foundation has approved a planning grant for the West Virginia program.

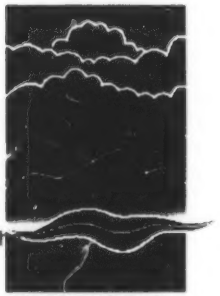
The WVRHEP consortia boards are focusing more attention on community recruitment and retention by forming subcommittees to address regional as well as local issues. The schools are focusing their influence at the most "recruitable" stage of training – residency training – for those communities most in need of primary care services and medical student rotations. Both the WVSOM and the WVU School of Medicine created staff positions this year to support resident placement and employment services with an emphasis on primary care in West Virginia. The WVU Department of Family Medicine received a grant from the Benedum Foundation to work with five small rural communities and their leadership to enhance the community's role in recruitment and ties with residency programs. This is a collaborative project involving the WVU Extension Service, the Bureau for Public Health, the Center for Rural Health Development, the University System, and the medical schools.

The Recruitment and Retention Committee continues to provide guidance for the state's Health Sciences Scholarship Program (HSSP) and make recommendations for awards. In 1997-98, the Vice Chancellor for Health Sciences awarded $10,000 scholarships to 30 students – including 20 medical students, three nurse practitioner students, and seven physician assistant students – who have made a commitment to practice at least two years in a rural underserved area of West Virginia after completing their training.

The Community Scholarship Program (CSP), which involves federal, state, and local funds, is also coordinated under the WVRHEP program. In 1997-98, this program sponsored more than $91,000 in scholarships for five medical students. These students have made a commitment to return to their hometowns in rural West Virginia and practice for a minimum of two to four years. The federally funded West Virginia Rural Primary Care Fellowship program, which provides training stipends to students for expanded rural rotations in WVRHEP sites, awarded $85,500 to 42 students in medicine, nurse practitioner programs, dentistry, clinical psychology, and physician assistant programs. Thirteen of these students are also participants in the HSSP or CSP programs.

Technology and Telecommunications

The WVRHEP Advisory Panel has begun addressing the role of the Learning Resource Center (LRC) through the newly convened LRC Committee. The committee is charged with developing the short-term and long-range goals for meeting the technological needs of the LRCs and the educational needs of their



patrons. Since all LRCs now have Pentium computer systems, Windows95, and Internet connections, communication and information resources on the Internet have been standardized. A consortium application has been filed for discounted telecommunication services through the Universal Service Fund of the Telecommunications Act of 1996. New programs that are being developed and delivered to th LRCs include full-test, digital interlibrary loan through E-mail and the World Wide Web; WVU grand rounds delivered via RealAudio/RealVideo over the Internet; and student scheduling, database management, and tracking through the TRACKER system.

Work has continued to make TRACKER, which operates on the Internet from the WVRHEP website (http://ruralnet.marshall.edu/wvrhep), fully operational. This system allows schedulers at each school to confirm the availability of supervisors and housing at the training sites and permits students to view information on training opportunities while selecting their rotation sites. Through TRACKER, site coordinato can report student and consortium activities, such as interdisciplinary sessions and community service/outreach projects, and WVRHEP administrators can generate snapshot reports of these activities across all consortia. Information can be accessed through the homepages of the health sciences centers or through the WVRHEP homepage, but users must have a password, which ensures the integrity of the system. TRACKER is being used by all schools in most of the disciplines, including medicine, nursing, dentistry, pharmacy and others. This year, the three medical schools agreed upon a common scheduling date for system use.

Creating an Educational Pipeline

The Health Sciences and Technology Academy (HSTA) reaches out to 9th-12th grade students and helps them prepare for higher education and health care careers. The goal is to nurture the ambitions of talented minority and disadvantaged students who might not ordinarily achieve their career goals. HSTA brings these students and their teachers to the WVU campus each summer for clinic, laboratory, and classroom training, and then provides support for community-based science projects during the school year, mentored by teachers, health professions students, and community volunteers. The program began in Kanawha and McDowell counties in 1994 with private and foundation funding and has expanded to 18 more counties, primarily in southern West Virginia. Almost 500 students and 48 teachers are participating in HSTA.

This year, the first 34 students to complete the program graduated from high school, and all were admitted to the incoming freshmen class at a college or university. Nineteen enrolled at West Virginia University, seven at Marshall University, two at Bluefield State College, one at West Virginia State College, and another at West Virginia Wesleyan College. Four will study at out-of-state colleges. All the in-state students received tuition waivers if needed.

Community Services

WVRHEP students, faculty, and staff continue to demonstrate their commitment to providing health services to the people of West Virginia. In the 1997-98 academic year, direct health services benefited almost 8,400 people each month and touched the lives of many others through community projects.

WVRHEP dental sites, for example, provided approximately $930,350 in uncompensated clinical dental services to rural West Virginians this year. Dental and dental hygiene students and two dentists, who were participating in a rural fellowship demonstration program at these sites, performed more than 14,800 clinical procedures for about 9,300 patients. This represents a significant increase in clinical procedures (42%) and in patients served (121%) over the previous year. Additionally, students and faculty participated in about 500 community outreach activities reaching approximately 17,600 West Virginians.

Student community service activities are targeted throughout the state to various age groups of West Virginians. For example, various sites offer Baby Safety Showers that promote home safety and prenatal care. For older children, sports physicals and classroom health education courses on a variety of topics are offered (see list that follows). For seniors, some sites hold Bingo for Health sessions which offer entertainment while promoting health education. In addition, health screenings and fairs are sponsored for all age groups in various settings.

Rural Health Education Partnerships

The WVRHEP continues to provide a wide variety of preventative health care and health promotion services, such as

Health Fairs
Screenings (blood pressure, cholesterol, glucose, etc.)
Immunizations
Walk Across West Virginia Programs
Brown Bag Medicine Review
4-H Handicap Games
Kinetic Therapy for Seniors
Bingo for Health
Sports Physicals
Dental Health Education
Diet and Exercise Presentations
Flu Shots
Seatbelt Education
Grooming Presentations
Smokeless Tobacco Presentations
Date Rape and Violence Prevention
Depression Screening
Bright Smiles, Bright Futures Dental Program
Alive with 5 Program
Alcohol Abuse and Addictive Behaviors Program
Nutrition Education
Poison Prevention
School Bus Safety
Disaster Planning
Steroid Presentations
Black Lung Clinics
Diabetes Support Group
Energy Express

Current Issues

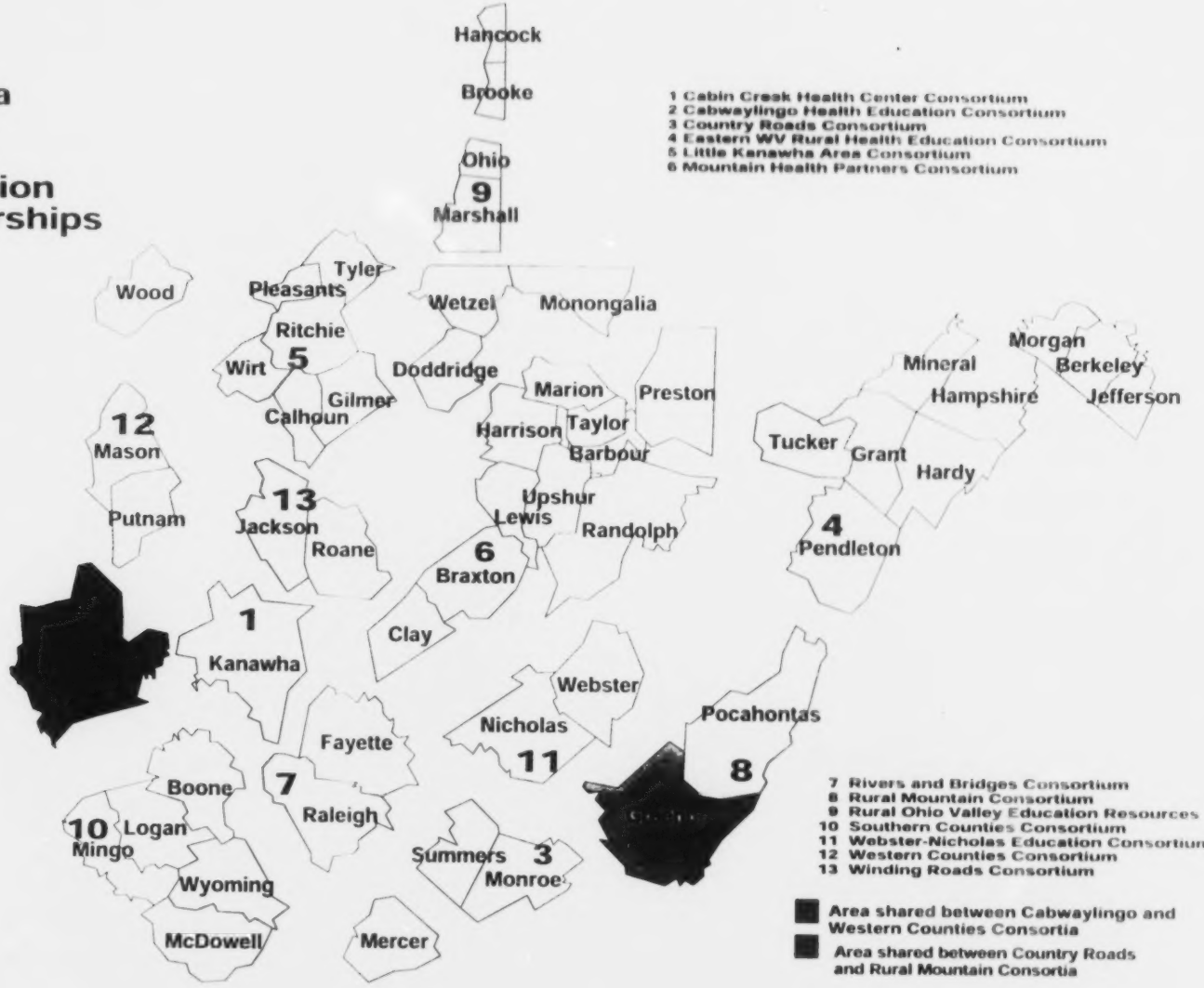
Although the program still faces challenges, great strides have been made this year by focusing on issues in the quality of the educational program, integration of the curricular components, and consistency of the curriculum among the various sites. For example, the first interdisciplinary case management session was held over the MDTV system in April 1998 and was hosted by, and originated from, the LRC in Spencer, West Virginia.

One of the greatest challenges faced by the program in recent years has been the distribution of medical student rotations throughout the rural training sites. This year, the issue was resolved through the concerted efforts of all the partners. The schools and local consortia members worked together to identify those consortia with the lowest number of medical students and targeted those communities for student rotations. The site coordinators and school-based schedulers developed stronger working relationships; the medical schools collaborated on efforts to place students in the consortia with the lowest number of medical students; the School Committee continued to monitor the distribution numbers every six months; and the use of the TRACKER system improved, in general, the responsiveness and ease of scheduling students.

Current program issues include:

- Continuing to build upon a collaborative governance model;
- Growth of the local consortia boards in defining and addressing local recruitment and retention needs;
- Further development of the Student Advisory Committee;
- Clearly defining issues related to student housing in the rural training sites; and
- Faculty development efforts at the local level to increase the number of qualified field faculty in all areas.

West Virginia Rural Health Education Partnerships



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Southern Counties Consortium

This is an example of the variety of health facilities and community agencies that serve as training sites.

● Town
■ Lead Agency
○ Primary Training Site
▲ Secondary Training Site
★ Learning Resource Center

Boone County

Lead Agency	Boone Memorial Hospital
Primary Sites	Boone Memorial Hospital ★
	Madison Medical Group
	Danville Primary Care Center
	Wharton Medical Center
	Raleigh-Boone Medical
	Health Department
	Dentist
Secondary Sites	Home Health Care
	Nursing Home
	Senior Housing
	Shawnee Hills Mental Health

Logan County

Primary Sites	Logan General Hospital
	Man Appalachian Hospital ★
	Community Health Foundation of Man
	Family Physician
	Pharmacy
Secondary Sites	Health Right Clinic
	Logan-Mingo Mental Health

Mingo County

Primary Sites	Family Physician
Secondary Sites	Health Department

McDowell County

Primary Sites	Welch Emergency Hospital ★
	Tug River Clinic
Secondary Sites	Health Department

Wyoming County

Primary Sites	Pineville Children's Clinic ★
	Oceana Medical Center
Secondary Sites	Health Department
	OH-9 Home Health Care

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WVRHEP Community Service Contacts
June 1, 1997 - May 31, 1998

Consortium	Prevention and Education for General Public	Prevention and Education for Adults	Prevention and Education for Children	Total
Cabin Creek Health Center Consortium	655	360	1,090	2,105
Cabwaylingo Health Education Consortium	1,376	366	1,976	3,718
Country Roads Consortium	2,027	751	1,981	4,759
Eastern Rural Health Education Consortium	1,714	2,794	7,940	12,448
Grant Memorial Hospital				
City Hospital, Martinsburg	4,146	2,255	3,203	9,604
Little Kanawha Area Consortium	3,925	309	1,787	6,021
Mountain Health Partners Consortium				
St. Joseph's Hospital	1,054	777	3,243	5,074
Braxton County Memorial Hospital	0	929	150	1,079
Grafton City Hospital	2,288	645	1,144	4,077
Rivers & Bridges Consortium	648	1,745	2,736	5,129
Rural Mountain Consortium	1,005	1,932	2,834	5,771
Rural Ohio Valley Education Resources (ROVER) Consortium	2,090	3,002	1,249	6,341
Southern Counties Consortium	3,012	2,610	6,051	11,673
Webster-Nicholas Education Consortium	621	294	1,624	2,539
Western Counties Consortium	5,789	634	1,984	8,407
Winding Roads Health Consortium	9,843	340	1,636	11,819
TOTALS	*40,193*	*19,743*	*40,628*	*100,564*

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Student Rotations by County: June 1, 1997 - May 31, 1998

County	WVRHEP Student Rotation	WVRHEP Student Weeks	Other Rural Sites Student Rotation	Other Rural Sites Student Weeks
Barbour	7	35	1	32
Berkeley	72	355	1	1
Boone	53	288	5	47
Braxton	18	102	2	4
Brooke	---	---	5	20
Cabell	18	159	1	15
Calhoun	20	107	2	4
Clay	---	---	3	13
Doddridge	---	---	---	---
Fayette	42	193	12	33
Gilmer	---	---	23	67
Grant	52	238	---	---
Greenbrier	141	610	60	214
Hampshire	3	13	---	---
Hancock	---	---	---	---
Hardy	12	63	---	---
Harrison	49	214	---	---
Jackson	27	91	7	72
Jefferson	32	139	---	---
Kanawha	51	283	---	---
Lewis	20	70	3	9
Lincoln	39	254	6	49
Logan	54	283	39	139
Marion	22	122	---	---
Marshall	23	176	12	68
Mason	66	266	---	---
McDowell	17	82	1	36
Mercer	---	---	85	336
Mineral	10	42	11	37
Mingo	4	23	2	6
Monroe	12	48	---	---
Monongalia	14	96	3	6
Morgan	10	54	---	---
Nicholas	13	76	33	89
Ohio	7	19	---	---
Pendleton	3	20	1	4
Pleasants	2	8	---	---
Pocahontas	---	---	4	20
Preston	51	189	---	---
Putnam	9	43	19	84
Raleigh	20	83	59	244
Randolph	47	262	5	26
Ritchie	4	26	---	---
Roane	41	207	2	5
Summers	14	80	---	---
Taylor	276	367	---	---
Tucker	1	2	5	23
Tyler	6	32	1	3
Upshur	75	344	1	4
Wayne	50	218	11	44
Webster	22	109	1	4
Wetzel	---	---	---	---
Wirt	3	19	---	---
Wood	---	---	1	8
Wyoming	25	127	3	20
Out of State	1	2	1	4
TOTALS	1,558	6,639	431	1,790

321

320

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Student Rotations by School/Discipline: June 1, 1997 - May 31, 1998

School/Dicipline	WVRHEP		Other Rural Sites	
	Student Rotations	Student Weeks	Student Rotations	Student Weeks
Alderson-Broaddus				
Nursing	---	---	---	---
Physician Assistant	273	367	1	4
Bluefield State College				
Nursing	---	---	---	---
College of WV				
Physician Assistant	103	550	3	17
Physical Therapy Assistant	4	15	---	---
Nursing	1	4	---	---
Marshall University				
Psychology	---	---	---	---
Medicine	180	886	15	56
Nursing	38	225	26	202
WV School of Osteopathic Medicine	248	1,255	253	1,030
West Virginia University				
Social Work	---	---	---	---
Medical Technology	2	8	---	---
Nursing	89	313	28	81
Charleston	15	120	3	24
Potomac State College	---	---	10	33
Glenville State College	---	---	32	88
Psychology	2	15	---	---
Physical Therapy	39	214	---	---
Dentistry	40	241	3	84
Dental Hygiene	23	126	---	---
Medicine	157	704	17	54
Medicine-Charleston	75	412	1	4
Pharmacy	187	936	3	16
Pharmacy-Charleston	---	---	---	---
West Virginia University Institute of Technology				
Nursing	1	1	34	95
Dental Hygiene	13	13	1	1
Other: Out-of-State Schools	32	156	1	1
Other: In-State Schools	34	75	---	---
Other	2	3	---	---
TOTALS	1,558	6,639	431	1,790

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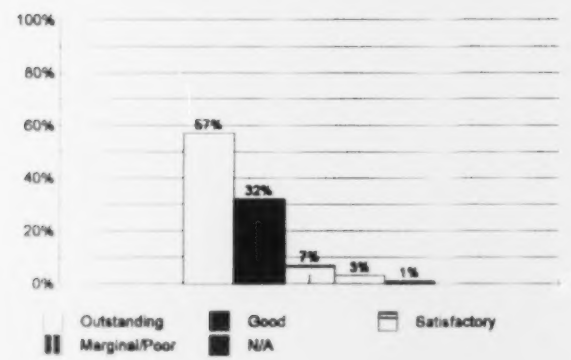
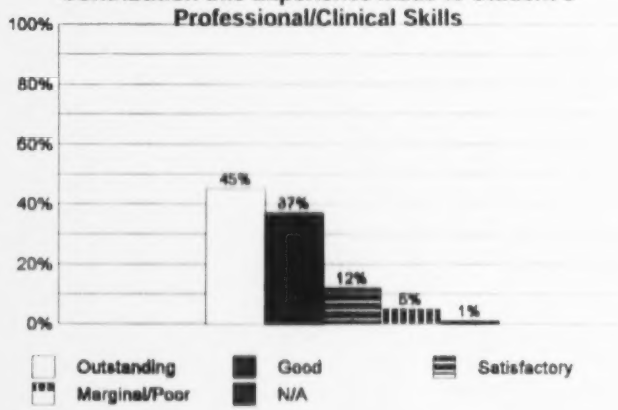
Student Evaluation of Rural Field Experience: 1997-98

Source: WVU Office of Health Services Research, 1998

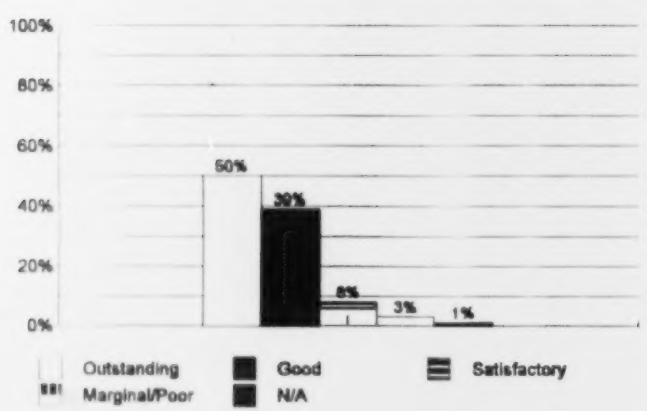
Quality of Supervision or Instruction by Field Professor and/or Preceptor in Student's Discipline



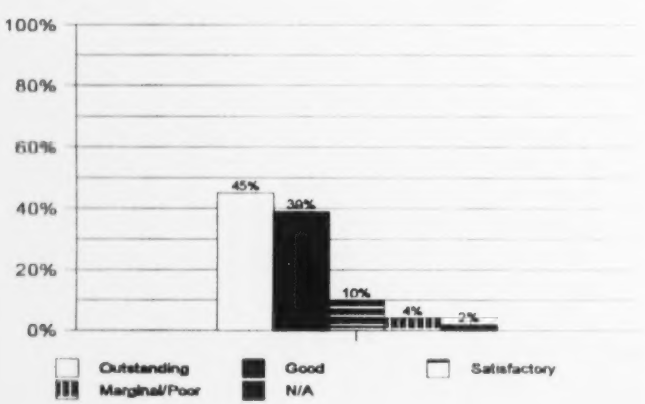
Contribution this Experience Made to Student's Professional/Clinical Skills



Overall Quality of Teaching at Rural Site



Overall Educational Value of Rural Field Experience



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Brooke	---	---	5	20	Nicholas	13	76	33	89
Cabell	18	159	1	15	Ohio	7	19	---	---
Calhoun	20	107	2	4	Pendleton	3	20	1	4
Clay	---	---	3	13	Pleasants	2	8	---	---
Doddridge	---	---	---	---	Pocahontas	---	---	4	20
Fayette	42	183	12	33	Preston	51	189	---	---
Gilmer	---	---	23	67	Putnam	9	43	19	84
Grant	52	238	---	---	Raleigh	20	83	59	244
Greenbrier	141	610	60	214	Randolph	47	262	5	26
Hampshire	3	13	---	---	Ritchie	4	26	---	---
Hancock	---	---	---	---	Roane	41	207	2	5
Hardy	12	63	---	---	Summers	14	80	---	---
Harrison	49	214	---	---	Taylor	276	367	---	---
Jackson	27	91	7	72	Tucker	1	2	5	23
Jefferson	32	139	---	---	Tyler	6	32	1	3
Kanawha	51	283	---	---	Upshur	75	344	1	4
Lewis	20	70	3	9	Wayne	50	218	11	44
Lincoln	39	254	6	49	Webster	22	109	1	4
Logan	54	283	39	139	Wetzel	---	---	---	---
Marion	22	122	---	---	Wirt	3	19	---	---
Marshall	23	176	12	68	Wood	---	---	1	8
Mason	66	266	---	---	Wyoming	25	127	3	20
McDowell	17	82	1	36					
Mercer	---	---	85	336	Out of State	1	2	1	4
Mineral	10	42	11	37					
					TOTALS	1,558	6,639	431	1,790

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Student Rotations by School/Discipline: June 1, 1997 - May 31, 1998

School/Dicipline	WVRHEP		Other Rural Sites	
	Student Rotations	Student Weeks	Student Rotations	Student Weeks
Alderson-Broaddus				
Nursing	---	---	---	---
Physician Assistant	273	367	1	4
Bluefield State College				
Nursing	---	---	---	---
College of WV				
Physician Assistant	103	550	3	17
Physical Therapy Assistant	4	15	---	---
Nursing	1	4	---	---
Marshall University				
Psychology	---	---	---	---
Medicine	180	886	15	56
Nursing	38	225	26	202
WV School of Osteopathic Medicine	248	1,255	253	1,030
West Virginia University				
Social Work	---	---	---	---
Medical Technology	2	8	---	---
Nursing	89	313	28	81
Charleston	15	120	3	24
Potomac State College	---	---	10	33
Glenville State College	---	---	32	88
Psychology	2	15	---	---
Physical Therapy	39	214	---	---
Dentistry	40	241	3	84
Dental Hygiene	23	126	---	---
Medicine	157	704	17	54
Medicine-Charleston	75	412	1	4
Pharmacy	187	936	3	16
Pharmacy-Charleston	---	---	---	---
West Virginia University Institute of Technology				
Nursing	1	1	34	95
Dental Hygiene	13	13	1	1
Other: Out-of-State Schools	32	156	1	1
Other: In-State Schools	34	75	---	---
Other	2	3	---	---
TOTALS	1,558	6,639	431	1,790

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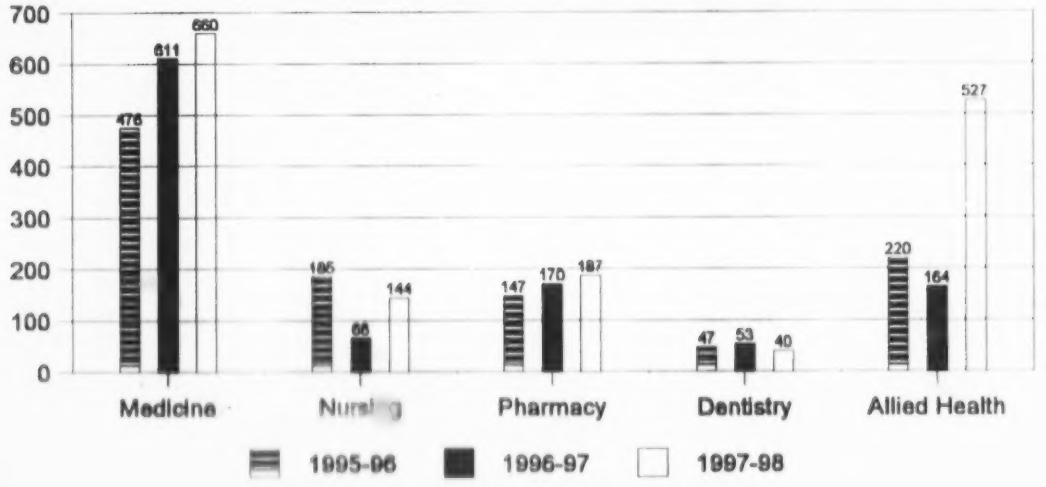
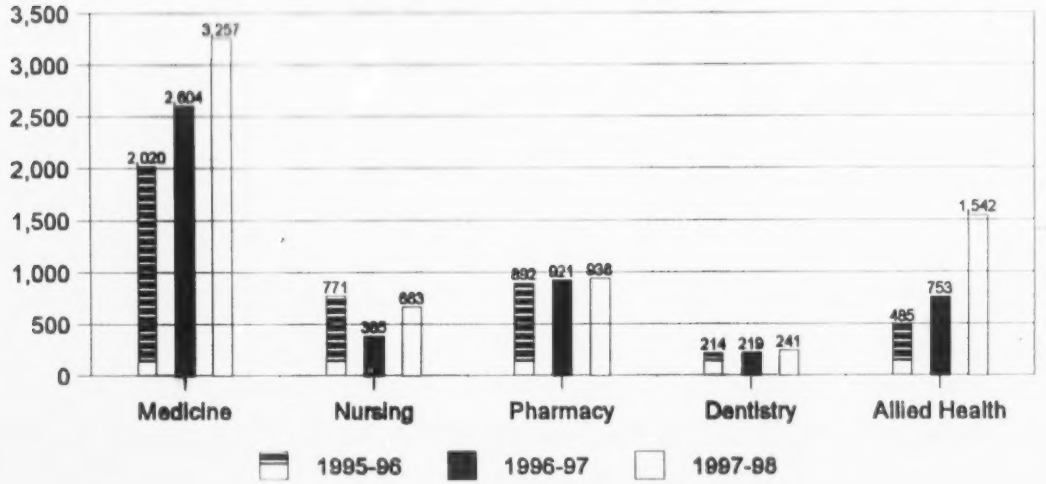
Number of WVRHEP Student Rotations



Number of WVRHEP Student Weeks



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Appendix

General	Percentages may not add to 100 due to rounding.
Page 76	This table indicates only the number of first-time, full-time freshmen taking one or more developmental courses in the fall semester. It may underestimate the total number of freshmen requiring developmental courses since other freshmen may enroll in developmental courses during the spring semester. This figure represents the number of freshmen enrolled in a pre-college algebra workshop which is offered separately from WVU's regular courses. Students pay a separate fee for the workshop and do not receive WVU credit. While this figure is not entirely comparable with those of the other institutions, it is the best available approximation.
Page 86	This table indicates only the number of first-time, full-time freshmen age 25 and over taking one or more developmental courses in the fall semester. It may underestimate the total number of non-traditional freshmen requiring developmental courses since others may enroll in developmental courses during the spring semester. Developmental course enrollment for students age 25 and over is not available for West Virginia University. West Virginia University enrollment is not included in these averages.
Page 100	Academic research includes any externally sponsored activity, grant, or contract which is designed to advance or produce new knowledge; it does not include sponsored non-research activity such as training grants. Dollar values include both direct and indirect costs; based on grant/contract budget document. For West Virginia University, the data included in this report represent only those projects which received budget activity during the fiscal year 1997-98 (no-cost extensions and obligations of either a new or supplementary nature). This is obligations only, not expenditures. This includes funding acquired by the university as a result of a grant or contract. Excluded are gifts from foundations, federal and state line items, and awards made to individuals.
Page 101	Full-Time Equivalent (FTE) faculty represents the number of full-time instructional faculty and part-time faculty who are involved in instruction and instruction-related activities. Total figures may not reflect true sum due to rounding of original figures.
Page 103 and Page 105	**Southern Regional Education Board (SREB) Definitions of Institutional Categories** **Four-Year 1:** Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 disciplines (based on a federal classification of instructional programs) with no more than 50 percent of the doctorates in any one category. West Virginia institution in this category: West Virginia University **Four-Year 3:** Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 disciplines. West Virginia institution in this category: Marshall University **Four-Year 6:** Institutions awarding fewer than 30 master's, education specialist, post-master's, or doctoral degrees. West Virginia institutions in this category: Bluefield State College, Concord College, Fairmont State College, Glenville State College, Shepherd College, West Liberty State College, West Virginia University Institute of Technology, and West Virginia State College. **Two-Year 1:** Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded. West Virginia institutions in this category: Potomac State College of WVU, Southern WV Community & Technical College, WV Northern Community College, and WVU at Parkersburg. **Specialized:** Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools. West Virginia institutions in this category: Marshall University Graduate College and WV School of Osteopathic Medicine. All figures reflect latest revisions published by the SREB. 1995-96 was the first year the SREB collected/reported full-year credit hours/full-time equivalent enrollment.
Page 122, 130, and 136	The following are considered to be underrepresented minorities according to the Liaison Committee on Medical Education: Black American, Mainland Puerto Rican, Mexican American, and Native American/Alaskan Native.

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